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ABSTRACT

This directory describes several early childhood projects sponsored by the U.S. Ofice of Special Education and Rehabilitative Services (OSERS), including project grants administered by the National Institute on Disability and Rehabilitation Research and project grants in three categories administered by the Office of Special Education Programs: the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services, and including the Handicapped Children's Early Education Program. The directory also lists key state personnel who administer the Preschool Grants Program and the Program for Handicapped Infants and Toddlers and the chairs of the state Interagency Coordinating Councils (ICC) under Public Law 99-457. The directory is organized into four sections: (1) the "Introduction" provides an overview of early childhood programs, their purposes and activities, and the implications of Public Law 99-457; (2) the "Directory" section provides a state-by-state listing of projects, state personnel, and state ICC chairs for the 50 states and 10 other jurisdictions; (3) the "Project Abstracts" section provides half-page abstracts for each project, organized according to program category and subcategory; and (4) the "Indexes" provides two guides to project abstracts: one organized by program category and subcategory, the other by state. (JDD)

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1989–1990 DIRECTORY

OF SELECTED EARLY CHILDHOOD PROGRAMS

sponsored by the
Office of Special Education and
Rehabilitative Services (OSERS),
U.S. Department of Education

produced for OSERS by NEC*TAS
The National Early Childhood
Technical Assistance System

EC 230872

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1989–1990 DIRECTORY

OF SELECTED EARLY CHILDHOOD PROGRAMS

Edited by Marcia J. Decker

NEC*TAS is a collaborative system
coordinated by

Frank Porter Graham Child Development Center,
The University of North Carolina at Chapel Hill

with

Department of Special Education, University of Hawaii at Manoa
Georgetown University Child Development Center
National Association of State Directors of Special Education (NASDSE)
National Center for Clinical Infant Programs (NCCIP)
National Network of Parent Centers, Inc.

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PREFACE AND USER'S GUIDE

Preface

This document, produced by the National Early Childhood Technical Assistance System (NEC*TAS) for the U.S. Department of Education, is a directory of selected early childhood projects sponsored by the Office of Special Education and Rehabilitative Programs (OSERS). Included among the projects covered are project grants administered by the National Institute on Disability and Rehabilitation Research (NIDRR) and project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and the Division of Educational Services (DES), including the Handicapped Children's Early Education Program (HCEEP). The Directory also lists key state personnel who administer the Preschool Grants Program (Section 619 of Part B) and the Program for Handicapped Infants and Toddlers (Part H), as well as the chairs of the state Interagency Coordinating Councils (ICCs), under the Education of the Handicapped Act, as amended by Public Law 99-457.

The Directory is organized into four sections:

* The **Introduction** provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of P.L. 99-457 for federal and state efforts in planning and implementing early childhood education and related services.

* The **Directory** section provides a state-by-state listing of projects, state personnel administering Section 619 and Part H, and state ICC chairs for the 50 states and 10 other jurisdictions (e.g., Guam, Puerto Rico, District of Columbia). These listings include address, telephone number, and, for state personnel, SpecialNet User Name.

* The **Project Abstracts** section provides half-page abstracts for each of the DES, DID, DPP, and NIDRR projects. Project abstracts are organized according to program category and subcategory and, within category, by state.

* The **Indexes** provide two guides to project abstracts: one organized by program category and subcategories, the other by state.

The information contained in this document represents the best information available at press time. Contact information and project abstracts for DID, DPP, and NIDRR grantees were developed using information provided by OSERS and information provided directly by projects. Abstracts for HCEEP projects and DES research institutes were derived from project proposals, project-written abstracts, or, for continuing projects, from the previous year's project abstract. Project addresses and personnel have been confirmed and updated as necessary.

The *1989-90 Directory* is a contractual publication by NEC*TAS under its four-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under P.L. 99-457, for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may use this document for networking or collaboration with other professionals. Lawmakers, administrators and policymakers may use this document as an overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1989-90 Directory* will stimulate further interest in the special needs of children with or at risk for handicaps and their families, and encourage greater national, state and local collaboration in meeting these needs.

User's Guide

The 1989-90 Directory provides descriptions of selected OSERS projects and their primary activities, and information to assist readers in contacting these projects.

Within this document, project addresses are listed separately from project abstracts. This structure provides readers with a quick overview of the projects active within a given state, while reserving maximum space in project abstracts for descriptive information. It also allows for the Directory and Abstract sections to be organized in the most useful formats for reader use.

The Directory section is organized by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the Directory section is arranged in columns, as follows:

Left-hand column: state personnel (Section 619, Part H, Chair of state Inter-agency Coordinating Council)

Center column: HCEEP projects and DES institutes (these may extend into the third column for states with numerous HCEEP listings)

Right-hand column: DID, DPP and NIDRR grantees (where HCEEP listings extend to the right-hand column, listings for these programs may begin on or extend to a second page)

HCEEP project listings have been subdivided into four subcategories on state pages: demonstration/experimental/inservice training projects, outreach projects, research projects, and research institutes. Within program categories, projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a directory page.)

Figure 1
Sample Directory Page

DISTRICT OF COLUMBIA

3-5 (Section 619) Contact

Robbie King, Coordinator
Logan Child Study Center
3rd and G Streets, N.E.
Washington, DC 20002
(202) 724-4800

Patricia Brett, Supervisor of
Psychological Services
Division of Special Education
District of Columbia Public Schools
Webster Building
10th and "H" Streets, N.W.
Washington, DC 20001
(202) 724-2141
SpecialNet: DC.SE

Infant/Toddler (Part H) Contact

Manager, DCEI Services (vacant)
Barbara Ferguson Kamara,
Executive Director
Office of Early Childhood Development
Department of Human Services
609 H Street, N.E., 4th Floor
Washington, DC 20002
(202) 727-1839
SpecialNet: DC.SE

Chair, Interagency Coord. Council

Felicia Valdez
Speech and Hearing Center
Children's Hospital
National Medical Center
111 Michigan Avenue, N.W.
Washington, DC 20010
(202) 745-5800

HCEEP Demonstration Projects

Jan Calderon Yocum, P.I.
Maureen White, Director
Elana Cohen, UBC Director
Bilingual Integrated Preschool
Project
Rosemount Center
2000 Rosemount Avenue, N.W.
Washington, DC 20010
(202) 265-6886

Maxine Freund, P.I.
Victoria Y. Reb, Director
Bridging the Gap: Inservice Training
for Child Care Personnel
George Washington University
2201 G Street, N.W.
Funger Hall 524
Washington, DC 20052
(202) 994-6170

Judy Pokorni, Director
Brenda Hussey-Gardner, Coordinator
Developmental Intervention in the
Hospital
Georgetown University Hospital
Child Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Maxine Freund, P.I.
Barbara Browne, Director
CAPS (Caregiver and Parent
Support)
George Washington University
2201 G Street, N.W.
Funger Hall 524
Washington, DC 20052
(202) 994-6170

Kathy Katz, Director
Cynthia Baker, Coordinator
Project Headed Home
Georgetown University Child
Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8649
687-8784 (Katz)

Gail A. Solit, Director
Angela Bodnarczyk, KIDS Preschool
Coordinator
Marsi Taylor, Mainstreaming Coord.
Project to Integrate Hearing and
Hearing-Impaired in Day Care
Child Development Center
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5130 (Solit)
651-5031 (BodnarcyA)
651-5340 (Taylor)

DID Research Grant

Kathy Katz, P.I.
Effectiveness of a Continuity
of Intervention Model for
Chronically Ill Infants
Georgetown University Hospital
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8784

DPP Grants

Kathy Katz, Director
Doctoral/Postdoctoral Training of
Psychologists in Services to
At-Risk and Handicapped Infants
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8838

Judith Pokorni, Director
An Inservice Program for Intermediate
Care Facility Staff
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

(continued on next page)

The Project Abstract section is organized by program category, to provide a comprehensive view of project activity within a given program (such as the Handicapped Children's Early Education Program). Abstracts are arranged in the following order: DES grantees, including HCEEP projects (community involvement, experimental/compensatory, inservice training, integrated preschool, methodology for infants/toddlers with severe disabilities, multidisciplinary training programs for child care personnel, nondirected demonstration, nondirected experimental, severely handicapped infant, multistate outreach, national outreach, state outreach, and research on early chilhdood program features), research institutes, and technical assistance center; DID grantees; DPP grantees; and NIDRR grantees. Within each program category, abstracts are arranged alphabetically by state and within each state by project title. Each abstract indicates the city/state location of the project, and designates the competition in which it was funded. Abstracts are one-half page in length and are printed two to a page. (See Figure 2 for an example of an abstract page.)

Information in the *1989-90 Directory* may be accessed by program category or by state. Readers seeking a quick reference to abstracts for particular categories of federal programs may consult the Table of Contents to find the appropriate block of project abstracts. A more detailed guide to project abstracts is provided in Index A, which lists all projects by program category and subcategory, and within category alphabetically by project title, with city/state location of each project indicated parenthetically after the project title. Index A is organized as follows:

HCEEP Projects:

Demonstration (Community Involvement, Integrated Prechool, Methodology for Infants/Toddlers with Disabilities, Nondirected Demonstration, Severely Handicapped Infant)

Experimental (Experimental/Compensatory, Nondirected Experimental)

Inservice Training (Inservice Training, Multidisciplinary Training)

HCEEP Outreach Projects (Multistate, National, State)

HCEEP Research Projects (Early Childhood Program Features)

DES Research Institutes

DES Technical Assistance Center

DID Grantees (Field Initiated Research, Policy Research Institute, School Practices, Student Initiated Research)

DPP Grantees (Infant-Toddler, Leadership, Low-Incidence, Newborn-Infant Personnel, Related Services, Rural Special Projects, Special Educators, Special Populations, Special Projects)

NIDRR Grantees (Field Initiated Research, Innovation Research, Research and Demonstration, Research and Training Centers, Small Business Research)

Page references give both page number and placement of the abstract on the page.

Figure 2
Sample Project Abstract Page

INREAL (INter-REActive Learning) Outreach

Nondirected Demonstration Project
Directors: Elizabeth Heublein & Rita Weiss
Fiscal Agency: University of Colorado (Boulder, CO)

Funding Period: 1987-90
Phone: (303) 492-8727

MAJOR GOAL: To change the learning environment in regular education classrooms to effect successful mainstreaming of children with handicaps; and to prevent future school drop-outs among students who are not handicapped but are at risk educationally.
TARGET POPULATION: Regular and special education personnel, teachers, paraprofessionals, and administrators.
PROGRAM: This outreach project derives from the INREAL Intervention Model, a communications-based program to facilitate the language, cognitive, and social-emotional growth of preschool children with or at risk for handicaps in the regular classroom. The project will expand the INREAL model to serve elementary school children, age 5 to 8 years, who are handicapped or at risk. The project also will develop regional centers through a staff process that parallels the INREAL intervention model, in that the personnel, parents, and agencies involved in the child's intervention work from an individual, developmental perspective. The objectives over three years are to provide INREAL staff development training to regular and special educators, and to establish two self-supporting INREAL regional training centers to support and expand local training. The staff development, being locally owned, is sensitive to local needs and is cost-effective.

Integrated Early Intervention Service Delivery Project

Nondirected Demonstration Project
Director: Mary Beth Bruder
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1989-92
Telephone: (203) 674-1485

MAJOR GOAL: To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.
TARGET POPULATION: Young children, birth to age 3 years, with mild to severe disabilities, including multiple disorders.
PROGRAM: The project will assist the state Department of Mental Retardation's early intervention programs in utilizing community-based early childhood program settings for service delivery purposes, to provide least restrictive placement options for children requiring special education services. The project has four interrelated components: 1) training for early childhood and special education staff, families of children in early childhood special education, and nondisabled peers; 2) child and family assessments (e.g., child's developmental status, social and play skills, level of engagement with environment, family' perception of the child, family's needs for social support); 3) environmental analysis (analysis of conditions necessary for successful integration in various settings); and 4) policy development for local education agencies, day care and nursery schools, and state agencies responsible for licensing day care providers. Placements will be based on environmental appropriateness. Special education and related services will be incorporated into regular activities and routines within the community setting. The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.

Readers who wish to locate information about a given state's projects have two choices. For an overview of state activities and contact information, readers should consult the state page in the Directory section. For an overview of state activities with a guide to project abstracts, readers should consult Index B, which lists projects by state, and within each state by program category. Page references give both page number and placement of the abstract on the page.

INTRODUCTION

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. These programs sponsor demonstration, outreach, research, training, and personnel preparation projects; research institutes; and a technical assistance center.

This directory reflects selected early childhood projects sponsored by OSERS. These projects are administered by the Office of Special Education Programs, through the Division of Educational Services (DES) (which includes the Handicapped Children's Early Education Programs (HCEEP)), the Division of Innovation and Development (DID), and the Division of Personnel Preparation (DPP); and by the National Institute on Disability and Rehabilitation Research (NIDRR). The directory also lists key state personnel who are responsible for administering the two state initiatives for young children with handicaps or at-risk conditions and their families under Public Law 99-457: the Preschool Grants Program (Section 619 of Part B) and the Program for Infants and Toddlers with Handicaps (Part H), including state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services (DES) administers a number of discretionary and formula-grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers; the Handicapped Children's Early Education Program, which includes demonstration, experimental, inservice training, outreach, and research projects; research institutes; and a technical assistance center.

In 1986 through P.L. 99-457, Congress approved amendments to the Education of the Handicapped Act which reauthorized existing discretionary programs and introduced new directions for federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts, and changes the nature of the state programs.

State Initiatives

State grant programs were introduced in 1976, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with handicaps. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided

funds from OSEP to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with handicaps.

The passage of P.L. 99-457 in 1986 has changed both the scope and extent of services to young children with handicaps. Services for preschool children, age 3 through 5 years, have been expanded, and a new state formula grant program has been introduced to assist states in developing early intervention services for infants and toddlers, birth through age 2 years.

Preschool Grants Program (Section 619). The Preschool Grants program is a state formula grant authorized under Section 619 of the Education of the Handicapped Act, Part B, to encourage state and local educational agencies to expand educational services for preschool children with handicaps, age 3 through 5 years. The formula grant to a state is based on the number of identified children with handicaps, age 3 through 5 years, who receive special education and related services. For fiscal years 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with handicaps who will be served in the state. Beginning in fiscal year 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and intermediate educational units for serving preschool children with handicaps. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, age 3 through 5 years. The state may use 5% of the grant for administrative expenses.

Program for Infants and Toddlers with Handicaps (Part H). The Program for Infants and Toddlers with Handicaps is a formula grant authorized by Part H of P.L. 99-457. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for children with handicaps, birth through age 2 years, and their families.

States wishing to participate in this program must appoint a lead agency and designate an interagency coordinating council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include the 14 components defined by statute. These components are 1) definition of developmentally delayed; 2) timetable for services to all in need in the state; 3) comprehensive multidisciplinary evaluation of needs of children and families; 4) individualized family service plan and case management services; 5) child find and referral system; 6) public awareness; 7) a central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with local service providers; 11) procedure for timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data regarding the early intervention programs. The system must be implemented fully by the

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* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

fourth year, and all eligible children and families must be receiving services by the fifth year (and for all succeeding years) for states to continue participation in the program.

Funding for the Program for Handicapped Infants and Toddlers is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available. Additional allocations are available for the Bureau of Indian Affairs and for the outlying areas.

Handicapped Children's Early Education Program (HCEEP)

The Handicapped Children's Early Education Program (HCEEP) was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with handicaps, from birth through the third grade. In congressional hearings that led to the passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) the need for locally designed ways to serve infants, young children, and their families, 2) the need for more specific information on effective programs and techniques; and 3) the need for distribution of visible, replicable models throughout the country.

Two major assumptions underlying HCEEP were that 1) only through early intervention with tested and successful program models could best services be provided for children with handicapping conditions, and 2) HCEEP should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities under the HCEEP program during the past 20 years have been multifaceted. The program began with 24 demonstration projects in 1968. HCEEP began funding outreach projects in 1972, to disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s, the categories of experimental, inservice training, and research projects were added.

Although wide geographic distribution of these projects has been emphasized throughout HCEEP's existence, the program has maintained its cohesiveness through HCEEP's growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 has had a significant impact upon HCEEP activities. There is an increased need to focus upon the provision of support to states in their development of comprehensive services for infants and toddlers with handicaps, birth

through age 2 years, and their families, and in the expansion of services for children with handicaps, age 3 through 5 years, and their families. HCEEP grantees have been encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1989-90, HCEEP is supporting 110 projects, including 43 demonstration projects, 9 experimental projects, 18 inservice training projects, 37 outreach projects, and 3 research projects on early childhood program features. Each of these projects receives three years of funding, except for the research projects, which receive four years of funding. Among the currently funded projects, 33 projects (22 demonstration, 8 inservice training, and 3 research) are in their third year of funding; 44 projects (15 demonstration, 6 experimental, and 23 outreach) are in their second year of funding; and 33 projects (6 demonstration, 3 experimental, 10 inservice training, and 14 outreach) are in their first year of funding. [Six additional projects on school practices, which are funded by HCEEP, are administered by DID and are discussed in that section.] Activities of these projects are described below.

Demonstration Projects. Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; inservice training for child care professionals; service delivery models; coordination with public schools; curriculum development; and evaluation of child progress. More recently, several models have begun to demonstrate services for infants with special health needs, such as Fetal Alcohol Syndrome or AIDS, and methods of collaboration between allied health and special education service providers. Projects are funded for three years, and are sponsored by private nonprofit agencies and organizations, local schools, universities, and state education agencies.

Demonstration projects have proven their effectiveness. An early study indicated that approximately 80 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding ended. The study also showed that many children learned one and one-half to two times the educational skills they would have been expected to learn without project experiences. These findings indicate that many young children with handicaps are capable of making significant gains in the crucially important early years.

In 1987 HCEEP introduced priorities for demonstration projects in an effort to stimulate models in areas where new information or procedures were needed. The priority areas of projects receiving funding during 1989-90 are community involvement, provision of integrated preschool services, and services for severely handicapped infants and for infants and toddlers. Grants for 17 of the demonstration projects are nondirected.

Experimental Projects. Projects supported under this competition design investigations that compare educational practices and interventions related to early childhood services. During 1989-90, projects are addressing early intervention practices, service delivery strategies, and public policies with the potential to improve early intervention for children, birth through age 8 years.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services to

infants and toddlers with handicaps and/or to preschool children with handicaps. During 1989-90, 18 ongoing projects provide inservice training for professionals and paraprofessionals already engaged in the provision of services, who have not been trained to serve infants, toddlers, or preschoolers with handicaps.

Outreach Projects. The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with handicaps, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during HCEEP demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state departments of education and other state agencies in their efforts to expand or improve services for infants and preschool children.

Originally, most outreach funding was directed at multiple-state or national efforts. During 1988-89, 14 of the 23 outreach grants emphasized intensive dissemination and development of services within a single state and assistance to individual states in implementing statewide services for handicapped and at-risk children and their families. During 1989-90, all 14 outreach grants were funded under a single multistate competition, although 3 of these projects focus on a single state. Beginning in 1988, the funding period for outreach projects was expanded from one to three years.

Research Projects. With the passage of P.L. 99-457, DES was given authority to support research projects through HCEEP. In 1987 three four-year awards were made under the Research in Early Childhood Program Features competition, under the Division of Innovation and Development. The purpose of these research projects was to compare the effectiveness of several program components for promoting language development or social development of young children with disabilities. During 1989-90, administration of these projects moved from DID to HCEEP.

Research Institutes

The early childhood research institutes began in 1977 as a joint effort between HCEEP and the Office of Special Education Programs Research Projects Section. Their goal was to discover and disseminate information that could be used to improve services and programs for young exceptional children and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1989-90, five institutes are receiving funding from OSEP through the Division of Educational Services. One institute is conducting research into the cost and effectiveness of early intervention. Another addresses the training of personnel to work with infants with disabilities. A third focuses on interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school. Two newly funded institutes address barriers to mainstreaming in preschools, and behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU). [One institute, addressing early childhood policy, is funded and administered by DID and is discussed in that section.]

Technical Assistance Center

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals.

The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457, consists of six collaborative organizations representing multidisciplinary professional and parental expertise; an advisory group; and an external evaluator. The NEC*TAS system provides technical assistance and support services, including product development and dissemination, to assist state agencies and other designated jurisdictions as they develop and expand services for children, birth through age 8 years, with handicaps and at-risk conditions, and their families. Assistance also is available to HCEEP grantees.

The TA approach designed by NEC*TAS addresses the unique needs of each state, as well as their collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include case management, finance, interagency issues, procedural safeguards, personnel, data collection, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and public awareness. Based on identified needs, NEC*TAS has designed strategies to assist states, employing such techniques as on-site consultations, telephone consultations and conference calls, resource materials and packages, topical workshops, ongoing liaison and resource referral, and the Early Childhood Bulletin Board, operated through the electronic communication system known as SpecialNet.

Services available to HCEEP projects include telephone consultations, print products, information referral, teleconferencing, selected consultations, the Early Childhood Bulletin Board, and a national directors' meeting.

NEC*TAS provides limited information services, resource referral, products, and networking to selected technical assistance agencies, professionals, and parents involved in planning and developing comprehensive services for children with special needs and their families.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of the Handicapped Program through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities that are designed to increase knowledge and understanding of handicapping conditions, and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with handicaps.

During 1989-90, the Division of Innovation and Development (DID) is administering 23 research projects with a focus on early childhood issues. These include 14 field-initiated research projects, 2 student-initiated research projects, 6 school practices grants, and an early childhood research institute which addresses policy development and implementation related to Part H. The school practices grants receive their funding through HCEEP.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of the Handicapped Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with handicaps or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and in several cases, the training institutions cooperate with medical facilities, local educational or health agencies, or state educational agencies.

During 1989-90, the Division of Personnel Preparation is funding 157 projects addressing various aspects of the preparation of early intervention and early childhood personnel. Twenty-four projects are funded to prepare personnel to serve infants and toddlers, 27 to prepare personnel to serve newborns and infants, 15 to prepare leadership personnel, 61 to prepare special educators, 9 to prepare related services personnel, 11 in special projects, 6 in special populations, 3 in rural special education, and one in low incidence populations. Most of these projects provide training leading to a master's or doctoral degree; the majority lead to certification as early interventionists. While some programs are discipline-specific or disability-specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

National Institute on Disability and Rehabilitation Research

The National Institute on Disability and Rehabilitation Research (NIDRR) was originally part of Social Rehabilitative Services in the Department of Health, Education, and Welfare, with an emphasis on vocational rehabilitation for adults with severe disabilities. In 1978, with the passage of the Amendments to the Rehabilitation Act of 1973, the National Institute on Handicapped Research (NIHR) was established to conduct and support basic and applied research that would improve the daily functioning of persons with disabilities. The scope of research was expanded to include children, from birth to adolescence and their families, and in 1980, NIHR funded its first three projects that aimed specifically at the birth-through-five population of children with or at risk for handicaps. In 1987 Congress officially changed the name of NIHR to the National Institute on Disability and Rehabilitation Research.

NIDRR supports a variety of programs directed at the birth-through-five population and their families. During 1989-90, NIDRR is funding 18 research projects directed toward this population. These include 8 field-initiated research projects, 5 innovation research projects, 3 research and training centers, 1 research and demonstration project, and 1 small business project.

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DPP Grants (cont'd)

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Preparation of Entry Level Personnel
Child Development Center
Georgetown University
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Kay T. Payne, Director
Preparation of Speech-Language Pathologists with Specialization in Infant/Preschool
Department of Communication Arts and Sciences
Howard University
2400 Sixth Street, N.W.
Washington, DC 20059
(202) 636-7690

Barbara Bodner-Johnson, Director
Preparation Program for Parent-Infant Specialists
Gallaudet Univrsity
Department of Education
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5530

Kathy Katz, Director
Preservice Training Program to Prepare Special Education and Related Services Personnel
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Robert Mobley, Director
Teacher Preparation in Education of Hearing-Impaired and Multi-handicapped Hearing-Impaired
School of Education & Human Services
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5530

Maxine Freund, P.I.
The Transdisciplinary Approach to Clinical Infant Training (TACIT)
Department of Teacher Preparation and Special Education
George Washington University
2121 I Street, N.W. - 6th Floor
Washington, DC 20052
(202) 994-6170

NIDRR Grant

Mary Lou Licwinko, P.I.
Development of Materials about Respite Care
CSR, Inc.
1400 I Street, N.W., Suite 600
Washington, DC 20005
(202) 842-7600

FEDERATED STATES OF MICRONESIA

3-5 (Section 619) Contact

Yosiro W. Suta, Administrator
Division of Community Services
Department of Human Resources
Federated States of Micronesia
Kolonia, Pohnpei, FM 96941
011 (691) 320-2302

Wilson Kephas
Resource Room Supervisor/Special
Education Coordinator
Fanry Albert, EC Coordinator
Department of Education
Box ED, Kosrae State
Lelu, Kosrae, FM 96944
International Operator: 3008

Kepas Edgar
Special Education Coordinator
Department of Education
Pohnpei State
Kolonia, Pohnpei, FM 96941
011 (691) 320-2492

Ary Kumos
Special Education Coordinator
Department of Education
Box 460, Truk State
Moen, Truk, FM 96942
011 (691) 321-2203, -2202, -2603

Augustine Giltamag
Special Education Coordinator
Department of Education
Box 20, Yap State
Colonia, Yap, FM 96943

Carmen Chigiy
HCEEP Coordinator
Paula Chimtag Taree
Child Find Specialist
Box 64, Yap State
Colonia, Yap, FM 96943
International Operator: 2326

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

FLORIDA

3-5 (Section 619) Contact

Nancy D. Thomas, Administrator
Pat Hollis, Program Specialist
for Pre-K Children
Pre-K Handicapped Programs
Bureau of Education for Exceptional
Children
State Department of Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-6830 (Thomas)
488-5582 (Hollis)
SpecialNet: FLORIDABEES

Infant/Toddler (Part H) Contact

Nancy D. Thomas, Administrator
Cathy Bishop, Program Specialist
for Infants/Toddlers
Pre-K Handicapped Programs
Bureau of Education for Exceptional
Children
State Department of Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-6830
SpecialNet: FLOEI

Chair, Interagency Coord. Council

Kirk Headley-Perdue
Guinea Hill
R.R. 15, Box 269
Tallahassee, FL 32301
(904) 656-6464

HCEEP Demonstration Project

Pamela Oanes, Co-Director
Trevor Stokes, Co-Director
Carousel Preschool Program
Florida Mental Health Institute
University of South Florida,
MHG1-126
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-4899
(813) 974-4565

HCEEP Outreach Project

Michael Morris, Admin. Director
Dianne Smith, Project Director
Nationally Organized Collaborative
Project: The Preventive Inter-
vention Collaboration
P.O. Box 161593
Altamonte Springs, FL 32716-1593
(407) 774-9688

DPP Grants

Liz Rothlein & Sharon Vaughn,
Directors
Infant Intervention Master's Degree
University of Miami
312 Merrick Building
Coral Gables, FL 33124
(305) 284-2903

Sharon Vaughn, Director
Minority Early Childhood Special
Education Masters Degree--U.S.
Virgin Islands
University of Miami
312 Merrick Building
Coral Gables, FL 33124
(305) 284-2903

Vivian Correa, Director
Infant Specialist Personnel
Preparation Program: PLUS
Department of Special Education
University of Florida
G-315 Norman Hall
Gainesville, FL 32611
(904) 392-0702

Martha Clendenin, Director
Pediatric Physical Therapy Multi-
disciplinary Training Model
Department of Physicla Therapy
University of Florida, Box J-154
Gainesville, FL 32610
(904) 395-0085

Mary Frances Hanline, Director (B-172)
Preservice Graduate Training in
Early Childhood Special Education
Department of Special Education
Florida State University
209 MCH
Tallahassee, FL 32306-3024
(904) 644-4880

Mary Frances Hanline, Director (B-172)
Preservice Graduate Training in
Infant and Toddler Intervention
Department of Special Education
Florida State University
209 MCH
Tallahassee, FL 32306-3024
(904) 644-4880

GEORGIA

3-5 (Section 619) Contact

Terry Arikol, Consultant for
Preschool Handicapped
State Department of Education
1970 Twin Towers East
Atlanta, GA 30334
(404) 656-2426
SpecialNet: GA.SE

Infant/Toddler (Part H) Contact

Wendy Sanders, Coordinator
Early Intervention Programs
Division of Mental Health, Mental
Retardation & Substance Abuse
Department of Human Resources
878 Peachtree Street, N.E., Suite 310
Atlanta, GA 30309-3999
(404) 894-6321 or -6940

Chair, Interagency Coord. Council

Ron Colaruaso
Department of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303
(404) 651-2310

HCEEP Outreach Project

Karen Davis, Director
Rutland Developmental Therapy
Outreach Project
125 Minor Street
Athens, GA 30606
(404) 542-6076
549-3030

DID Research Grant

Amy Lederburg, P.I.
Antecedents of Language Competence
and Social-Emotional Adjustments
of Young Deaf Children
Department of Educational Foundations
Georgia State University
University Plaza
Atlanta, GA 30303
(405) 651-2582

GUAM

3-5 (Section 619) Contact

Faye Mata, EC Coordinator
Division of Special Education
Department of Education
Box DE
Agana, GU 96910
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SpecialNet: GUAM.SE

Infant/Toddler (Part H) Contact

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Steve L. Spencer, Associate Supt.
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Box DE
Agana, GU 96910
011 (671) 472-8901, Ext. 375
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Chair, Interagency Coord. Council

Rosanne Ada, Chair
State Interagency Coord. Council
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Agana, GU 96910
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3-5 (Section 619) Contact

Evangeline Barney, Educ. Director
Special Instructional Prgms & Svcs
1302 Queen Emma Street, Room A206
Honolulu, HI 96813
(808) 373-2356

Margaret Donovan, Director
Pam Musick, 619 Coordinator
Special Needs Branch
Department of Education, Box 2360
3430 Leahi Avenue
Honolulu, HI 96815
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737-1521 (Musick)
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Infant/Toddler (Part H) Contact

Jean L. Stewart, Chief
Crippled Children Services Branch
Alan Taniguchi, Chief
Special Health Needs Branch
Department of Health
741 Sunset Avenue
Honolulu, HI 96816
(808) 735-0434 (Stewart)
732-3197 (Taniguchi)

Sue Brown, Asst. Coordinator
Pattie Nishimoto, Parent Coord.
Zero-to-3 Hawaii Project
Diamond Head Health Center, Rm. 106
3627 Kilauea Avenue
Honolulu, HI 96816
(808) 735-0434
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Frances Riggs, Chief
Family Health Services Division
Department of Health
3652 Kilauea Avenue
Honolulu, HI 96816
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Chair, Interagency Coord. Council

Setsu Furuno
1460 Kalanikai Place
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DPP Grant

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University Affiliated Program
University of Hawaii
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211 West
Honolulu, HI 96822
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IDAHO

3-5 (Section 619) Contact

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Special Education Division
State Department of Education
Len B. Jordan Building
650 West State Street
Boise, ID 83720
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Infant/Toddler (Part H) Contact

Paul Swatsenberg, Chief
Katherine Pavesic, Project Manager for Part H
Bureau of Develop. Disabilities
Dept. of Health and Welfare
450 West State St., 10th Floor
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(208) 334-5531
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Chair, Interagency Coord. Council

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Central District Health Department
Box 547
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HCEEP Outreach Project

Jennifer Olson, Director
Outreach to Infants in Rural Settings
Counseling and Special Education Department
University of Idaho
Moscow, ID 83843
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DPP Grants

Jennifer Olson, Director
Preparing Infant and Toddler Interventionists
Department of Counseling & Special Education
College of Education
University of Idaho
Moscow, ID 83843
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Thomas Longhurst, Director
Training of Communication Disorders Specialists and Audiologists
Dept. of Speech Pathology & Audiology
Idaho State University, Box 8116
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ILLINOIS

3-5 (Section 619) Contact

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Cindy DeHart, Assistant Manager
Department of Special Education
State Board of Education
100 North First Street
Springfield, IL 62777
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SpecialNet: ILSE

Infant/Toddler (Part H) Contact

Audrey Witzman, EC Specialist
Early Childhood Program Unit, S-100
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100 North First Street
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(217) 524-4835
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Chair, Interagency Coord. Council

Dr. Dorothy Magett
Associate Superintendent
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-3371

HCEEP Demonstration Projects

Merle B. Karnes, Co-Director
Helen Shapiro, Co-Director
Project Alliance
Developmental Services Center
1304 W. Bradley
Champaign, IL 61821
(217) 384-2940

Richard Brinker, P.I.
Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60608
(312) 413-1563

Patricia Hutinger, Director
Linda Robinson. Project Manager
Technology Team Assessment Process
College of Education
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1014

HCEEP Outreach Project

Patricia Hutinger, Director
Linda Robinson, Coordinator
Project ACTT Outreach
College of Education
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1014

DID Research Grant

Richard Brinker, P.I.
Evaluation of the Impact upon Families and Handicapped Infants of a Program of Incentives
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60608
(312) 413-1563

DPP Grants

Norma Ewing, Director
Personnel Preparation for Careers in Special Education and Early Intervention Program
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Southern Illinois University
Pulliam Hall, Room 124
Carbondale, IL 62901
(618) 453-2311

Jeanette McCollum, Director
Interdisciplinary Leadership Project in Infancy
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Jeanette McCollum, Director
Interdisciplinary Specialization in Infancy (ISI) Project
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
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Jeanette McCollum, Director
Preparation of Personnel to Provide Special Education & Related Services
Department of Special Education
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1310 South 6th Street
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(217) 333-0260

(continued on next page)

DPP Grants (cont'd)

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Preschool Training Grant
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Carolyn Cooper & Vicki Slayton, Directors
Preparation for Teachers of Preschool Children with Handicaps
College of Education
Eastern Illinois University
Buzzard Building, Room 112
Charleston, IL 61920
(217) 581-5315

Kathleen Shank, Director
Project BABIES
College of Education
Eastern Illinois University
Buzzard Building, Room 112
Charleston, IL 61920
(217) 581-5315

Linda Gilkerson, Director
Early Intervention Specialist Program
Erickson Institute
25 West Chicago Avenue, 6th Floor
Chicago, IL 60610
(312) 280-7302

Richard Brinker, Director
Program to Train Leaders in Applied Research for Handicapped Infants and Young Children
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60605
(312) 413-1563

Carol Mardell-Czudnowski, Director
Project LINKS
Department of Learning, Development and Special Education
Northern Illinois University
DeKalb, IL 60115
(815) 753-8424

Charles Larson, Director
Preparation of Speech Educators: Speech and Language Pathology
Department of Communication Science/ Disorders
Northwestern University
2299 Sheridan Road
Evanston, IL 60208
(312) 491-5073

INDIANA

3-5 (Section 619) Contact

Pat Wnek, Project Director
Division of Special Education
State Department of Education
229 State House
Indianapolis, IN 46204
(317) 232-0570
SpecialNet: INDIANADSE

Infant/Toddler (Part H) Contact

Dorse Bedwell, Director
Mary Short & Donna Olsen
First Steps
Department of Mental Health
117 E. Washington Street
Indianapolis, IN 46204
(317) 232-7882 (Bedwell)
232-7870 (Short & Olsen)
SpecialNet: IN.FIRSTSTEPS

Chair, Interagency Coord. Council

James J. Vento, President
Crossroads Rehabilitation Center
3242 Sutherland Avenue
Indianapolis, IN 46205
(317) 924-3251

HCEEP Demonstration Project

Susan Shuster, Director
Best Practices in Integration
Institute for the Study of
Developmental Disorders
Indiana University
2853 E. 10th Street
Bloomington, IN 47405
(812) 855-6508

and

Susan Kontos, Co-Director
Best Practices in Integration
Dept. of Child & Family Studies
Purdue University
West Lafayette, IN 47907
(317) 494-2942

DPP Grant

Rachel E. Stark, Director
Preparation of Personnel to Provide
Long-Term Education and Related
Services
Dept. of Audiology & Speech Sciences
Purdue University
West Lafayette, IN 47907
(317) 494-3788

IOWA

3-5 (Section 619) Contact

Joan Turner Clary, ECSE
Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
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Infant/Toddler (Part H) Contact

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State Department of Education
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(515) 281-3176
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University of Northern Iowa
Cedar Falls, IA 50614
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Richard Nelson, M.D. (co-chair)
Child Health Specialty Clinics
Hospital School
University of Iowa
Iowa City, IA 52242
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HCEEP Demonstration Project

Evelyn Anderson, Director
The Central Iowa Parent-Infant
Nurturing Center
Raymond Blank Memorial Hospital
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Des Moines, IA 50309
(515) 283-5010

DPP Grant

Kathleen McCartan, Director
Project CONNECT
Department of Child Development
Iowa State University
Ames, IA 50011
(515) 294-8957

John Folkins, Director
Preparation of Early Childhood
Speech/Language Pathologists
Dept. of Speech Pathology & Audiology
Wendell Johnson SHC
University of Iowa
Iowa City, IA 52242
(319) 335-8718

John Folkins, Director
Training of Professional Personnel
in Speech/Language Pathology and
Audiology
Dept. of Speech Pathology & Audiology
Wendell Johnson SHC
University of Iowa
Iowa City, IA 52242
(319) 335-8718

KANSAS

3-5 (Section 619) Contact

Betty Weithers, Coordinator
Carol Dermyer, Specialist for EC Handicapped
Special Educ. Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3869 (Weithers)
296-7454 (Dermyer)
SpecialNet: KANSASSE

Infant/Toddler (Part H) Contact

Judy Moler, Exec. Coordinator
Coordinating Council on Early Childhood Developmental Services
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 9th Floor
Topeka, KS 66601
(913) 296-1329
SpecialNet: KANSASSE

Azzie Young, Director
Aleta Ash, Part H (State)
Crippled & Chronically Ill Children's Program
Maternal and Child Health
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 10th Floor
Topeka, KS 66601
(913) 296-1205 (Young)
296-6135 (Ash)

Chair, Interagency Coord. Council

Denise Apt
810 Meadowbrook Road
Iola, KS 66749
(913) 296-2716

HCEEP Demonstration Projects

Joseph G. Hollowell, Director
Nancy Meck, Principal Investigator
Early Identification, Assessment and Tracking of High-Risk Children and Families
Children's Rehabilitation Unit
Univ. of Kansas Medical Center
Kansas City, KS 66160
(913) 588-5900

David Linderman, Project Director
RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, Ext 1769

HCEEP Outreach Project

Lee Snyder-McLean, Director
Valerie McNay, Coordinator
PREP Outreach (Parsons Regional Early-Intervention Program)
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550:
Ext. 1775 (Snyder-McLean)
Ext. 1771 (McNay)

DES Research Institute

Mabel Rice, Co-Director
Marion O'Brien, Co-Director
Robin Hazel, Coordinator
Kansas Early Childhood Research Institute
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4601

DID Research Grant

Judith Carta, P.I.
Validation of a Classroom Survival Skills Intervention Package
University of Kansas
1614 Washington Blvd.
Kansas City, KS 66102
(913) 321-3143

DPP Grants

Nancy Peterson, Director
A Model for Outreach Training in Infant Intervention
Department of Special Education
University of Kansas
3150 Haworth Hall
Lawrence, KS 66045
(913) 864-4954

Mabel Rice, Director
Preparation of Preschool Classroom Language Intervention Specialists
Child Language Program
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4570

(continued on next page)

DPP Grants (cont'd)

Barbara Thompson, Douglas Guess,
& Nancy Peterson, Directors
Training Personnel for the Education
of Young Children with Severe and
Profound Multiple Handicaps Served
in Early Childhood Settings
Department of Special Education
University of Kansas
3150 Haworth Hall
Lawrence, KS 66045
(913) 864-4954

W. Merle Hill, Director
Statewide Training Network for
Preservice Training for Early
Childhood and Cross-Categorical
Special Education Paraprofessionals
Kansas Association of Community
Colleges
700 S.W. Jackson, Suite 901
Topeka, KS 66603
(913) 357-5156

NIDRR Grants

Ann Turnbull, P.I.
Harriet Schaeffer, Coordinator
Beach Center on Families and
Disability
Bureau of Child Research
University of Kansas
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-4950

Ann Turnbull, P.I.
Jean Ann Summers, Coordinator
Investigation of the Impact of Percep-
tions on Families Who Have Children
with Mental Retardation
Bureau of Child Research
University of Kansas
2045 Haworth
Lawrence, KS 66045
(913) 864-4950

KENTUCKY

3-5 (Section 619) Contact

Debbie Schumacher, Director
Betty Bright, Branch Manager
Marilyn Coffey, Consultant
Program Services Branch

and

Maggie Chiara, Branch Manager
Planning & Interagency Branch
Division of Early Childhood Svcs.
Office of Education for Excep-
tional Children
Capitol Plaza Tower, 8th Floor
Frankfort, KY 40601
(502) 564-4970
SpecialNet: KENTUCKYSE

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Marge Allen, Part H Staff
Division of Mental Retardation
Department of Mental Health &
Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7700
SpecialNet: MSRRC (Univ. of Kentucky)

Chair, Interagency Coord. Council

Peggy Stephens
Child Development Center
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549

HCEEP Demonstration Projects

Jeffri Brookfield-Norman, Director
Early Intervention Team Training
Project
HDI/UAF
12-E Porter Building
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Lexington, KY 40506
(606) 257-8281

Jeffri Brookfield-Norman, Director
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12-E Porter Building
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Lexington, KY 40506
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Karen Middendorf, PI
Rebecca Howe, Director
Project Lexington
Human Development Institute
University of Kentucky
114 Porter Building
Lexington, KY 40506
(606) 257-3465

HCEEP Outreach Project

Peggy Stephens, P.I.
Beth Rous, Project Director
Project STEPS
Child Development Centers of
the Bluegrass
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549

DID Grant

David Gast & Mark Wolery, P.I.s
Group Errorless Teaching
Strategies (GETS)
Research Foundation
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-4269

Mark Wolery, P.I.
Project LEARN
Research Foundation
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-4269

David Gast & Mark Wolery, P.I.s
Project SAFE
Research Foundation
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105 Kinkead Hall
Lexington, KY 40506
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DPP Grants

Judith Page, Director
Cross-Disciplinary Preparation in
Infant and Family Intervention
Department of Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-7922

David Gast & Mark Wolery, Directors
Developmental and Behavior Disorders
(DBD) Project
Research Foundation
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-4269

(continued on next page)

DPP Grants (cont'd)

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Training Rural Educators in
Kentucky (TREK)
Department of Special Education
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229 Taylor
Lexington, KY 40506-0001
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LOUISIANA

3-5 (Section 619) Contact

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Office of Special Educational Svcs.
State Department of Education
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(504) 342-6106
SpecialNet: LA.SE

Infant/Toddler (Part H) Contact

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Evelyn Johnson, Interagency Coord.
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State Department of Education
P.O. Box 94064
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(504) 342-1837 (Batson)
342-3657 (Johnson)
342-0169 (McCutcheon)
SpecialNet: LA.SE

Eileen Sonnier, ICC Staff
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Baton Rouge, LA 70821
(504) 923-1233

Chair, Interagency Coord. Council

Rep. Ted Haik, ICC Chair
P.O. Box 11040
New Iberia, LA 70562
(318) 365-5486

Mollie Alarcon, ICC Vice-Chair
Child Development Center
Alton Ochsner Hospital
1514 Jefferson Highway
New Orleans, LA 70121
(504) 838-3000

DPP Grants

Suzanne Poulton, Director
Competency-Based Interdisciplinary
Training for Infant Specialists
LSU Medical Center
School of Allied Health Professions
New Orleans, LA 70112
(504) 568-4301

David Sexton, Director
Project TIE
Department of Special Education
and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 286-6609

MAINE

3-5 (Section 619) Contact

Susan Mackey-Andrews, Executive Director/ICCPHC
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE

Infant/Toddler (Part H) Contact

Susan Mackey-Andrews, Executive Director/ICCPHC
Barb Bourgoine, Program Reviewer
Joanne C. Holmes
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87 Winthrop Street
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Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE

Chair, Interagency Coord. Council

Robert Durgan
Department of Mental Health & Mental Retardation
Bureau of Children with Special Needs
State House Station #40
Augusta, ME 04333
(207) 289-4250

HCEEP Demonstration Project

Melissa Harrison, Proj. Director
John Hornstein, Principal Investigator
Transagency Services for Young Exceptional Children
Infant Development Center
629 West Brook Street
South Portland, ME 04106
(207) 879-4126

HCEEP Outreach Project

John Hornstein, Director
Maine's Birth to Five Early Intervention Outreach Model
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3-5 (Section 619) Contact

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Majuro, Marshall Islands, MH 96960
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Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

MARYLAND

B-S (Section 619) Contact

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Ellen Abramson, EC Specialist
Program Development and Assistance Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2495
SpecialNet: MARYLANDDSE

Infant/Toddler (Part H) Contact

Carol Ann Baglin, Director
Debra Von Rembow, ICC Staff
Maryland Infants & Toddlers Program
Office of the Special Secretary for Children, Youth & Families
118 N. Howard, Suite 608
Baltimore, MD 21201
(301) 333-8100
SpecialNet: MDITP/MARYLAND

Chair, Interagency Coord. Council

Michael Bender, Vice President
Educational Programs
The Kennedy Institute and Johns Hopkins University
707 N. Broadway
Baltimore, MD 21205
(301) 522-5417

HCEEP Demonstration Projects

Paula Beckman, Director
Sandra Newcomb, Coordinator
Assisting Families of Infants with Handicaps
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 454-2118

Barbara Hanft, Project Manager
Training Occupational Therapists in Early Intervention
American Occupational Therapy Association
1383 Piccard Drive, Box 1725
Rockville, MD 20850-4375
(301) 948-9626

DID Research Grants

Joan Lieber & Paula Beckman, P.I.s
A Longitudinal Study of Social Interaction in Young Handicapped Children
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 454-2118

Joy Frechtling, P.I.
Research in Education of the Handicapped
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3595

DPP Grant

Paula Beckman, Director
Infant Specialist Training Program
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20740
(301) 454-2118

Paula Beckman, Director
Master's Program in Early Childhood Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20740
(301) 454-2118

Camille Catlett, Director
Interdisciplinary Inservice Training Model for Early Intervention
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

MASSACHUSETTS

3-5 (Section 619) Contact

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Bureau of Early Childhood Prgms.
Elisabeth Schaefer, Director
Early Childhood Special Education
State Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7478
SpecialNet: MASPED
MASSACHUSETTSSED

Infant/Toddler (Part H) Contact

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Andrea Weiss Shuman, Part H Coord.
Division of Early Childhood
Department of Public Health
150 Tremont Street, 2nd floor
Boston, MA 02111
(617) 727-5090
727-5089
SpecialNet: MA.PUBLICHEALTH

Chair, Interagency Coord. Council

Eunice Shishmanian
Developmental Evaluation Clinic
Children's Hospital Medical Ctr.
Fegan 10
300 Longwood
Boston, MA 02115
(617) 735-6501

HCEEP Outreach Projects

Geneva Woodruff, Director
Christopher Hansen, Coordiantor
Project WIN Outreach
South Shore Mental Health Center
77 B Warren Street
Brighton, MA 02135
(617) 783-7300

Marian Hainsworth, Director
ERIN Outreach Project
Early Intervention Research
Foundation
376 Bridge Street
Dedham, MA 02026
(617) 329-5529

DES Research Institute

Heidelise Als, P.I.
Linda Gilkerson, Co-Director
National Collaborative Research
Institute for Early Childhood
Intervention
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-6249 (Als & project)
(312) 280-7302 (Gilkerson)

DID Research Grant

Judith Zorfass, P.I.
Project FULFILL
Education Development Center
55 Chapel Street
Newton, MA 02260
(617) 969-7100

DPP Grants

E. Harris Nober, Director
Early Childhood Educational Audiology
Department of Communication
Disorders
University of Massachusetts
Amherst, MA 01003
(413) 545-0551

Catherine Marchant, Director
Birth through Seven Training Grant
Graduate School
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, Ext. 160

Catherine Marchant, Director
Birth-to-Three Training Grant
Graduate School
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, Ext. 160

(continued on next page)

DPP Grants (cont'd)

Sharon Cermak, Director
Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention
Sargent College of Allied Health
Boston University
1 University Road
Boston, MA 02215
(617) 353-2727

Ena Vazquez-Nuttall & Karin Lifter, Directors
Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures
Dept. of Counseling Psychology, Rehabilitation, & Special Educ.
Northeastern University
203 Lake Hall
360 Huntington Avenue
Boston, MA 02115
(617) 437-2485

NIDRR Grants

Gail McGee, P.I.
Normalizing the Social Behavior of Children with Autism
Department of Psychology
University of Massachusetts
Amherst, MA 01003
(413) 545-0549

Stephen Haley, P.I.
Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children
Department of Rehabilitation
New England Medical Center Hospitals
750 Washington Street
Boston, MA 02111
(617) 956-5031

Ruth-Ann Rasbold, P.I.
Community Action Planning for Integration
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

Heidelise Als, P.I.
Rehabilitative and Developmental Care of VLBW Newborns
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-6249

MICHIGAN

3-5 (Section 619) Contact

Jan Baxter, Supervisor
Carol Regnier, Consultant
Special Education Services
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE

Infant/Toddler (Part H) Contact

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Jacquelyn Thompson, Consultant
Ruth Kavalhuna, Consultant
Early Childhood Education
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483
SpecialNet: MI.SE

Chair, Interagency Coord. Council

Carole Quarterman, ICC Chair
5031 Grandy
Detroit, MI 48211
(313) 579-2777

HCEEP Outreach Project

Amy Powell, Director
Transactional Intervention Program
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48198
(313) 485-2000

DID Research Grant

Samuel Meisels, P.I.
Early Identification of Young Handicapped Children
Center for Human Growth and Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 764-2443

DPP Grants

Samuel Meisels, Director
Leadership Training in Early Childhood Special Education
Center for Human Growth and Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 747-1084

Lou Alonso, Director
Preparing Dually-Trained Teachers for Visually Handicapped Learners - Early Childhood Emphasis
Dept. of Counseling, Educ. Psych., & Special Education
Michigan State University
331 Erickson Hall
East Lansing, MI 48824
(517) 355-1871

Michael Casby, Director
The Training of Speech/Language Pathologists
Dept. of Audiology & Speech Sciences
Michigan State University
East Lansing, MI 48824
(517) 353-8780

Robert McLauchlin, Director
Central Michigan University Preschool Language Program
Dept. of Communication Disorders
Central Michigan University
Moore Hall, Room 441
Mt. Pleasant, MI 48859
517) 774-3471

(continued on next page)

NIDRR Grant

Samuel Meisels, P.I.
Development and Consequences of
Extremely Low Birthweight
during the Preschool Years
Center for Human Growth and
Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 747-1084

MINNESOTA

3-5 (Section 619) Contact

Robyn Widley, Early Childhood Specialist
Unique Learner Needs Section
Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007
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Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator
Interagency Planning Project for Young Children with Handicaps
State Department of Education
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SpecialNet: MN.SE

Martha Smith, Planner
IPPYCH
State Department of Health
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717 Delaware Street, S.E.
Minneapolis, MN 55440
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Chair, Interagency Coord. Council

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Duluth, MN 55802
(218) 726-4725

HCEEP Demonstration Project

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Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays
Department of Educational Psychology
University of Minnesota
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HCEEP Outreach Project

Linda Kjerland, Director
Jean Mendenhall, Coordinator
Project Dakota Outreach
680 O'Neill Drive
Eagan, MN 55121
(612) 455-2335

DPP Grants

Paula Goldberg, Director
Child Abuse Prevention
PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417
(612) 827-2966

Scott McConnell, Director
Preparation of Personnel to Provide Special Education and Related Services
Dept. of Educational Psychology
University of Minnesota
N548 Elliott Hall
Minneapolis, MN 55455
(612) 624-6365

NIDRR Grant

Robert W. Blum, P.I.
Nancy Okinow, Director of Dissemination
Research adn Training Center for the Social and Psychological Development of Children and Youth with Disabilities
University of Minnesota
Box 721-UMHC
Harvard Street at East River Road
Minneapolis, MN 55455
(612) 626-2820

MISSISSIPPI

3-5 (Section 619) Contact

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Bureau of Special Services
State Department of Education
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Jackson, MS 39205-0771
(601) 359-3498
SpecialNet: MS.SE

Infant/Toddler (Part H) Contact

Norciva Geddie, Branch Director II
State Board of Health
P.O. Box 1700
2423 North State Street
Jackson, MS 39215-1700
(601) 960-7427

Chair, Interagency Coord. Council

Royal Walker, Jr.
Governor's Office of Handicapped Services
301 W. Pearl Street
Jackson, MS 39203
(601) 949-2192

HCEEP Demonstration Project

Ann Riall, Director
Development of a Replicable Coaching Model to Provide Inservice Training
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39401
(601) 266-5163

DPP Grants

Ann Riall, P.I.
Transdisciplinary Training of Leadership Personnel in Early Intervention
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39401
(601) 266-5163

Jane Siders, P.I.
Transdisciplinary Training of Personnel to Provide Early Intervention Services
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
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MISSOURI

3-5 (Section 619) Contact

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Secondary Education
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(314) 751-0185
SpecialNet: MO.SE

Infant/Toddler (Part H) Contact

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Chair, Interagency Coord. Council

Melinda Elmore
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HCEEP Demonstration Project

Bob Buech & Ronald Gilliam, Directors
Shirley Patterson, Inservice Coord.
Missouri TIKES: Training Individuals
to Care for Exceptional Students
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386

DPP Grants

Harold Meyers, Director
Deaf Education - Early Child-
hood Specialty
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-5368

Marjorie Harrington, Director
Parent-Infant Program for
Hearing-Impaired
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-6508

Donald Brennan, Director
Master's Level Preparation of Speech/-
Language Pathologists in ECSE
Dept. of Communication Disorders
St. Louis University
3733 West Pine Blvd.
St. Louis, MO 63108
(314) 658-2244

Lin Welch & Jim Wilson, Directors
Early Childhood Communication
Special Education Program
Speech Pathology & Audiology Dept.
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4606

MONTANA

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State Capitol
Helena, MT 59602
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Infant/Toddler (Part H) Contact

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Mike Hanshew, Chief
Management Operations Bureau
Developmental Disabilities Division
Department of Social and Rehabilitation Services
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Helena, MT 59604
(406) 444-2995
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Chair, Interagency Coord. Council

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HCEEP Demonstration Projects

Ted Maloney, Director
Kathleen Gallacher, Project Coord.
Dynamic Individualized Family Service Plan (IFSP) System Project
Montana UAP Satellite
N. Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Ted Maloney, Director
Sarah Mulligan, Coordinator
Educational Home Model Project
Montana UAP Satellite
N. Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Richard VandenPol, Director
Debra Hansen, Program Coordinator
Linda Kron, Supervising Teacher
Tim Walmsley, Outreach Specialist
VIDEO-SHARE Program
Division of Education Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

DPP Grants

Ted Maloney, Director
Early Intervention Specialty Project
Montana University Affiliated Program Satellite
University of Montana
52 Corbin Hall
Missoula, MT 59812
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Richard VandenPol, Director
Montana Rural Early Intervention Training Program for School Psychologists
Division of Education Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

NEBRASKA

3-5 (Section 619) Contact

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Special Education Office
State Department of Education
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Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE

Infant/Toddler (Part H) Contact

Judy Constantin, Coordinator
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
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Chair, Interagency Coord. Council

Barbara Elliott
Nebraska Interagency Coordinating
Council
ESU 9, Box 2047
Hastings, NE 68509-2047
(402) 463-5611

DPP Grant

Susan Eppa, Director
School Psychology/Interdisciplinary
Infant/Toddler Specialization
University of Nebraskas Medical
Center
Meyer Rehabilitation Institute
42nd & Dewzy Avenue
Omaha, NE 68131
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NEVADA

3-5 (Section 619) Contact

Robin Van Atta, Consultant
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 885-3140
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Infant/Toddler (Part H) Contact

Marilyn Walter
Grants Project Administrator
Nevada Mental Health Institute
Department of Human Resources
480 Galletti Way
Sparks, NV 89431
(702) 789-0284
SpecialNet: MWALTER

Chair, Interagency Coord. Council

Christa Peterson
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Mental Health Services
6171 W. Charleston Blvd.
Las Vegas, NV 89158
(702) 486-6100

DPP Grant

Marilyn Walter, Director
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Department of Human Resources
480 Galletti Way
Sparks, NV 89431
(702) 789-0284

NEW HAMPSHIRE

3-5 (Section 619) Contact

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State Department of Education
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101 Pleasant Street
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Infant/Toddler (Part H) Contact

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State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301
(603) 271-3741
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Robert Kennedy, Director
Special Education Bureau
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741

HCEEP Demonstration Projects

Betsy Gibbs, P.I.
John Moeschler, John Graham, & Carol Andrews, Co-Investigators
Collaborative Medical and Developmental Services Project
Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756
(603) 646-7884

Betsy Gibbs, P.I.
Ann Sherman, Speech Pathologist
Early Use of Total Communication with Children with Down Syndrome
Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756
(605) 646-7884

DPP Grant

Bruce L. Mallory, Director
Preparation of Early Development Specialists
Department of Education
University of New Hampshire
Morrill Hall
Durham, NH 03824
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NEW JERSEY

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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HCEEP Demonstration Projects

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Parent/Infant Project
Morristown Memorial Hospital
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Morristown, NJ 07962-1956
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HCEEP Outreach Project

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Shirley Zeitlin, Co-Director
Andrea Quigley, Coordinator
COPING Outreach
Pediatric Rehabilitation Dept.
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820
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NEW MEXICO

3-5 (Section 619) Contact

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State Department of Education
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Infant/Toddler (Part H) Contact

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Department of Health and Environment
Harold Runnels Building
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Santa Fe, NM 87503
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Steve Dossey
Developmental Disabilities Bureau
Health and Environment BHSD
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HCEEP Demonstration Projects

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Project Ta-koe
Alta Mira Specialized Family Service
3201 4th Street, N.W.
Albuquerque, NM 87107
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Ginny Munsick-Bruno, Director
Jean Lowe, Coordinator of Research Activities
Project TIME (Timely Interventions within Medical/Developmental Environments)
Department of Pediatrics
Neonatology Division
University of New Mexico School of Medicine, UNMH 4 North
Albuquerque, NM 87131
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Meave Stevens Dominguez, Director
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UNM Family Context Model
University of New Mexico
917 Vassar, N.E.
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DPP Grant

Glenn VanEtten, Director
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Family and Child Institute
College of Education
University of New Mexico
Albuquerque, NM 87131
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NEW YORK

3-5 (Section 619) Contact

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Department of Education
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99 Washington Avenue
Albany, NY 12234
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Early Childhood Unit
Office of Education of Children with Handicapping Conditions
State Department of Education
Education Building Annex, Rm. 1073
Albany, NY 12234
(518) 474-5804
SpecialNet: NY.SE

Infant/Toddler (Part H) Contact

Frank Zollo, Director
Early Intervention Program
Steve Scherokey, Public Health Representative II
State Department of Health
Corning Tower, Room 780
Empire State Plaza
Albany, NY 12237
(518) 473-3549

Chair, Interagency Coord. Council

Justine Strickland, co-chair
East River Child Development Center
577 Grand Street
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Ed Pagani, co-chair
32 Deeborn Lane
Spencerport, NY 14559
(716) 254-3430

HCEEP Demonstration Projects

M. Virginia Wyly, Director
A Team Approach from Hospital to Home
Department of Psychology
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-6027

Isaura Barrera Metz, Director
Crossroads
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Buffalo, NY 14222
(716) 886-5857

HCEEP Outreach Projects

Susan Mistrett, Coordinator
Preschool Integration Through Technology Systems (PITTS)
UCPA Children's Center
4635 Union Road
Buffalo, NY 14225
(716) 633-4440

Kathy Gradel, Project Director
Technology-Learning-Collaborations
UCPA of Western New York
Children's Center
4635 Union Road
Buffalo, NY 14225
(716) 633-4440

Carol S. Eagen, Director
Regional Program for Preschool Handicapped Children Outreach
Putnam/Northern Westchester BOCES
Pinesbridge Road
Yorktown Heights, NY 10598
(914) 962-2377

DID Research Grant

Edward Conture, P.I.
(Non)Verbal Behavior of Young Stutterers and Their Mothers
Division of Special Education and Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9648

DPP Grants

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Occupational Therapy: Intervention Preservice Training Program
SUNY Health Sciences Center/Brooklyn
450 Clarkson Avenue
Brooklyn, NY 11203
(718) 270-2324

Nancy Russell, Director
Preparing Speech/Language Pathologists as Specialists/ Case Managers in TBI
Dept. of Speech/Language Pathology
SUNY/Buffalo
Ketchum Hall, Room 217
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5306

M. Virginia Wyly, Director
Preservice Multidisciplinary Model for Training Nurses in NICU
Department of Psychology
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-6027

Kay Ferrell, Director
Instructional Practice in Urban Settings with Families and Infants with Disabilities
Department of Special Education
Teachers College, Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862

(continued on next page)

DPP Grants (con't)

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Masters Program in Early Childhood Special Education
Department of Special Education
Teachers College, Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
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Kay Ferrell, Director
Masters Program in Education of Blind and Visually Impaired Learners with a Preschool Emphasis
Department of Special Education
Teachers College, Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3862

Robert Kretchmer, Director
Preparation of Special Educators: Upgraded M.A. in Hearing Impairment - Teacher as Researcher
Department of Special Education
Teachers College, Columbia University
525 W. 120th Street, Box 223
New York, NY 10027
(212) 678-3860

Claudette Lefebvre, Director
Preparation of Therapeutic Recreation/ Child Life Specialists
Dept. of Recreation, Leisure, PE, and Sports
New York University
239 Greene Street, Room 635
New York, NY 10003
(212) 998-5605

Edward Conture, Director
Preparation of Speech-Language Pathologists and Educational Audiologists at the Master's Level
Division of Special Education and Rehabilitation
Syracuse University
805 South Crouse
Syracuse, NY 13244-2280
(315) 443-9648

Ansley Bacon, Director
Interdisciplinary Training in Family-Focused Infant Intervention
Westchester County Medical Center
325 Cedarwood Hall
Valhalla, NY 10595
(914) 285-8204

NIDRR Grants

Pamela Burns, P.I.
Model Family-Professional Partnership Interventions for Childhood Traumatic Brain Injury Survivors
New York State Head Injury Association
194 Washington Avenue
Albany, NY 12210
(518) 434-3037

NORTH CAROLINA

3-5 (Section 619) Contact

W. L. Rose, Chief Consultant
Kathy Nisbet, Coordinator
Division of Exceptional Children
State Dept. of Public Instruction
116 West Edenton Street
Raleigh, NC 27611
(919) 733-3921 (Rose)
733-3004 (Nisbet)
SpecialNet: NC.SE

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Kym Lake, ICC Staff
Developmental Disabilities Section
Dept. of Mental Health/Developmental Disabilities/Substance Abuse Srvcs.
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27611
(919) 733-3654
SpecialNet: NC.MR.DD

Chair, Interagency Coord. Council

Sally Sloop (co-chair)
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Raleigh, NC 27613
(919) 846-6219

Anne Sanford (co-chair)
Chapel Hill Outreach Project
Lincoln Center
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Chapel Hill, NC 27516
(919) 967-8295

HCEEP Demonstration Projects

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Child Development Unit
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DES Research Institute

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DID Research Grants

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Comparison of Same-Age and Mixed-Age Groupings in a Mainstreamed Preschool
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Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus
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Training Regular and Special Educators to Use Natural Language Training Strategies in Early Intervention
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(continued on next page)

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NIDRR Grant

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Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers
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DID Research Grant

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Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms
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College of Education, EDB 408F
University of Texas
Austin, TX 78712
(512) 471-4161

Anne van Kleeck, Director
Training Specialists to Work with Handicapped Infants and Toddlers and Their Families
Department of Speech Communication
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(512) 471-1928

UTAH

3-5 (Section 619) Contact

John Killoran, 619 Coordinator
Special Education Section
State Office of Education
250 East 5th South
Salt Lake City, UT 84111
(801) 538-7700
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Infant/Toddler (Part H) Contact

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Handicapped Children's Services
Chris Kaminsky, Coordinator
Early Intervention Program
Division of Family Health Srvcs.
State Department of Health
P.O. Box 16650-25 BHCS
Salt Lake City, UT 84116-0650
(801) 538-6165 (Delavan)
538-6922 (Kaminsky)
SpecialNet: UTHEALTH

Chair, Interagency Coord. Council

Athlene Godfrey
720 South 650 East
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HCEEP Demonstration Project

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HCEEP Outreach Projects

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Integrated Outreach for Utah
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DES Research Institute

Richard Roberts, Director
Diane Biehl, Coordinator
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Utah State University
UMC 6580
Logan, UT 84322
(801) 750-2029

DID Grant

Thomas Clark, P.I.
Research on the Effect of Home
Intervention for Families of
Handicapped Children
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1780 N. Research Parkway
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DPP Grants

Sarah Rule, Director
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Persons
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(801) 750-1987

Sarah Rule, Director
A Proposal to Prepare Early Childhood
Special Educators to Teach in the
Least Restrictive Environment
Developmental Center for Handicapped
Persons
Utah State University, UMC 6805
Logan, UT 84322-6805
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DPP Grants (con't)

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Implement P.L. 99-457
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1780 N. Research Parkway
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VERMONT

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Chair, Interagency Coord. Council

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HCEEP Demonstration Project

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499-C Waterman Building
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DPP Grants

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Angela Capone, Coordinator
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Vermont College
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Northfield, VT 05663
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VIRGIN ISLANDS

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Infant/Toddler (Part H) Contact

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Iselyne Hennessey, Project Director
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VIRGINIA

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Infant/Toddler (Part H) Contact

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Anne Lucas, Coordinator
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(804) 786-3710

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Richmond, VA 23219
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HCEEP Demonstration Projects

Michael Castleberry, P.I.
Penny Wald, Project Director
Project APIP (Alexandria Preschool Intervention Project
Charles Barrett Elementary School
1115 Martha Curtis Drive
Alexandria, VA 02302
(703) 820-2486 (Sept.-June)
998-6323 (June-Sept.)

HCEEP Outreach Project

Corinne Garland, Project Director
Debra Carlotti, Coordinator
CDR Outreach: A Capital Project
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090
(804) 565-0303

Corinne Garland, Project Director
Sheri Osborne, Coordinator
CDR Outreach: A National Model Replication Project
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090
(804) 565-0303

Corinne Garland, Project Director
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Project TRANS/TEAM Outreach
Williamsburg Area Child Development Resources, Inc.
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Phenix Hall, Room 304
Hampton University
Hampton, VA 23668
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DID Grant

Corinne Eisenhart, P.I.
Etiological Study of Mothers and Their Young Children with Cerebral Palsy during Interactive Play
Curry School of Education
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405 Emmet Street
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DPP Grants

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Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families
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Development and Expansion of a Field-Based Graduate Training Program in ECSE
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DPP Grants (con't)

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WASHINGTON

3-5 (Section 619) Contact

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(206) 753-0317
SpecialNet: WA.SE

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Barbara Woodward, Associate for Field Coordination
Karen Woodsum, Associate for Consumer Participation
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MS: OB-33J
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586-5389 (Woodward)
586-5390 (Woodsum)
SpecialNet: WA.BIRTHTOSIX

Chair, Interagency Coord. Council

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3411 South Alaska Street
Seattle, WA 98118
(206) 721-4410

HCEEP Demonstration Projects

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Patricia Vadasy, Coordinator
The Childhaven Project
Experimental Education Unit
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Seattle, WA 98195
(206) 543-4011

Joseph Jenkins & Kevin Cole, P.I.s
LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
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Dorothy Cline, Coordinator
PAVE/Family Empowerment Project
12208 Pacific Highway, S.W.
Tacoma, WA 98499
(206) 588-1741

or

Martha Gentili, Executive Director
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6316 South 12th
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HCEEP Outreach Project

Forrest C. Bennett, P.I.
Rodd Hedlund, Project Director
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Seattle, WA 98195
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DID Research Grants

Thomas Lovitt, P.I.
Hypertext CAI
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
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Joseph Jenkins, P.I.
Kevin Cole, Coordinator
A Longitudinal Follow-up of Graduates from Two Preschool Instructional Models
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Terry Crowe, P.I.
Time Use, Activity Patterns, and Role Perceptions of Mothers with Young Children
Division of Occupational Therapy
Department of Rehabilitation Medicine
University of Washington, RJ-30
Seattle, WA 98195
(206) 545-7411

DPP Grants

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Occupational Therapy Training in Early Intervention Services
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Interdisciplinary Family Systems Approach
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DPP Grants (con't)

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Preparation of Personnel to Provide
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Eugene Edgar, Director
Preparation of Special Educators:
Early Childhood
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
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Marie Thompson, Director
Preservice Interdisciplinary Model:
Birth to Five Years
Experimental Education Unit
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Seattle, WA 98195
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Vikki Howard, Director
Early Childhood Special Education
Personnel Training Program
School of Education
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WEST VIRGINIA

3-5 (Section 619) Contact

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Capitol Complex
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(304) 348-0627
SpecialNet: WVDOH

Chair, Interagency Coord. Council

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DPP Grants

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Early Intervention Special Education
Department of Special Education
College of Human Resources and Education
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Bob Angle, P.I.
Personnel Preparation--Preschool Handicapped
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WISCONSIN

3-5 (Section 619) Contact

John Stadtmueller, Chief
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Language Impaired Programs
Jenny Lange, Program Supervisor
Early Childhood Handicapped Pgms.
Division for Handicapped Children
and Pupil Services
State Dept. of Public Instruction
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Infant/Toddler (Part H) Contact

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Susan Tillema, Early Interventionist
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Dept. of Health & Social Services
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Chair, Interagency Coord. Council

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DPP Grant

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3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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Chair, Interagency Coord. Council

Catherine Benitz, Regional Director
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Association
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Mt. View, WY 82939
(307) 782-6601

Project Abstracts

Central Iowa Parent-Infant Nurturing Center

Community Involvement Project
Director: Evelyn Anderson
Fiscal Agency: Iowa Methodist Medical Center (Des Moines, IA)

Funding Period: 1987-90
Phone: (515) 283-5010

MAJOR GOAL OF PROJECT: To establish a centralized diagnosis and treatment center for failure-to-thrive infants and their families.
TARGET POPULATION: Infants who exhibit nonorganic failure to thrive (FTT), and their families. Nonorganic FTT is caused by serious disturbance in the parent-child relationship and may result in developmental delay, learning problems, and behavioral disorders.
PROGRAM: The project provides a) assistance that is nonstigmatizing, nonjudgmental, and nonthreatening to multiproblem families requiring social assistance which may be court-mandated; b) a cost-effective alternative to current treatment approaches; and c) an alternative to foster care placement. Medical history, nutritional pattern, family dynamics, and mother/infant interactions will be assessed for each family. A multidisciplinary team will deliver services that include physical and developmental health monitoring for the child; group, individual, and family therapy for the caregiver and family; and cognitive and behavior therap for the caregiver. Treatment will be provided in three phases of decreasing intensity, and mothers in Phase I will be paired with peer partners. Follow-up services, including home visits and medical exams, will be provided on annually until the child reaches school age.

Transagency Services for Young Exceptional Children

Community Involvement Project
Director: John Hornstein
Fiscal Agency: Infant Development Center, Maine Department of Mental Health/Mental Retardation (South Portland, ME)

Funding Period: 1987-90
Phone: (207) 879-4126

MAJOR GOAL: To strengthen the present interagency system by improving entry into services through transdisciplinary/transagency screening and assessment of preschool children, and by closing gaps in the continuum of services for children with handicaps.
TARGET POPULATION: Children birth to age 5 years with developmental problems.
PROGRAM: The project has four objectives: 1) to adopt a "transagency" approach to meet the unmet needs of developmentally delayed preschool children in York County; 2) to develop a transdisciplinary team for child assessment and program planning, with specific responsibilities for each of the team members (e.g., social workers; speech, occupational, and physical therapists); 3) to provide a comprehensive service program for severely and profoundly handicapped preschoolers, which includes classroom and home programming, and orientation and mobility training; and 4) to establish centralized access to adequate service facilities in York county.

Crossroads: A Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children

Community Involvement Project — Funding Period: 1987-90
Director: Isaura Barrera Metz — Phone: (716) 886-5857
Fiscal Agency: Language Development Program of Western New York (Buffalo, NY)

MAJOR GOAL: To coordinate services for culturally/linguistically diverse (C/LD) preschool handicapped and at-risk children and their families in least restrictive settings; and to prepare program staff and caregivers to serve this population.
TARGET POPULATION: Handicapped and developmentally at-risk children birth to age 5 years from diverse cultural/linguistic backgrounds (including Hispanic, Black, Asian American, and American Indian), and their families. Most of the children served are mentally retarded, physically impaired, and/or communicatively disordered.
PROGRAM: CROSSROADS is a community-based transagency program that takes an integrative approach to C/LD-special education services. Educational, therapeutic, and medical services are provided in existing service settings. Project staff provide culturally and linguistically specific services not currently available in participating agencies, such as assessments in a language other than English, assessment of the child's cultural proficiency needs, and interpretation of culture-based behavior patterns. Family services are directed toward helping families access needed services, understand due process, and participate in their child's intervention and development. Project staff also work with agencies and community providers to foster understanding of cross-cultural communication and the acculturation process. Staff support services include workshops, individual training, and dissemination of materials through a regional resource network.

The CHILD Project (Children with Handicaps Integrated for Learning in Day Care)

Community Involvement Project — Funding Period: 1987-90
Director: Nancy Johnson-Martin — Phone: (919) 684-5032
Fiscal Agency: Duke University Medical Center (Durham, NC)

MAJOR GOAL: To facilitate the transition to full services for handicapped children, birth to age 6 in Durham County.
TARGET POPULATION: At-risk and handicapped children birth to age 5 years, whose families use or are in need of day care.
PROGRAM: The project will serve a liaison function in helping members of the local interagency council plan for the coordination of existing services for young handicapped children. Because day care settings meet the needs of working parents and because day care often is the least restrictive settings for handicapped preschoolers, the project will encourage the council to include day care providers in planning and providing services. Through demonstration of an inexpensive model of prescreening, screening and diagnosis, the project will encourage the implementation of a countywide identification program. Data of the numbers of preschool children in need of special services will be collected for discussion of the needs of this population and how well these needs correspond to current eligibility criteria. The project will develop a curriculum for handicapped children age 2 through 5 which can be used effectively in integrated group care settings. The project will involve local families of young handicapped children in identifying the issues of special concern to working parents and will provide this information to policymakers at the local and state agencies.

Integrated Preschool Project

Community Involvement Project
Director: Elizabeth Fesler
Fiscal Agency: Akron Public Schools (Akron, OH)

Funding Period: 1987-90
Phone: (216) 434-1661

MAJOR GOAL: To develop and implement an interagency collaborative model for delivery of integrated special education and related services for young children with disabilities, within existing preschools for children who are nondisabled.
TARGET POPULATION: Children, age 3 to 5 years, with significant disabilities, such as cerebral palsy or other motor movement, multisensory impairment, severe specific language disorders, multiple handicaps, or severe behavior disorders; and their families.
PROGRAM: The model integrates services from the local education agency with those delivered by Head Start. Children are integrated into three Head Start Centers on the basis of chronological age, degree of disability, and geographical location of the child's home. Child and family goals are assessed, and parents participate with professionals in developing individual education plans and specific instructional strategies to accommodate the child's disability. Therapists provide consultation to classroom teachers in classroom physical design, materials selection and modification, task modification, and integrated procedures for intervention with specific children and/or for group activities. Speech/language, occupational, or physical therapy services are provided as needed. Parent trainers assist families in accessing community resources and in working with their children at home. Staff development activities are available for Head Start and project staff.

PREDICTS (Preschool Early Detection and Infant Classification Technique and Service)

Community Involvement Project
Director: Thomas Kochanek
Fiscal Agency: Rhode Island College (Providence, RI)

Funding Period: 1987-90
Phone: (401) 456-8599

MAJOR GOAL: To develop and implement a serial, multivariate screening and assessment process founded upon child, family, and parent/child factors; and to implement a community-based intervention and support service system for identified children and their families, using existing day care facilities.
TARGET POPULATION: Children birth to age 3 years, and their families, who have established conditions or demonstrate verifiable risk for a range of adverse outcomes, including developmental disabilities, infant morbidity, parent/child interactional disturbances, and/or subsequent school failure.
PROGRAM: PREDICTS will develop and field-test an interagency, child- and family-focused, multiple-risk screening and assessment model to identify young children who have develop-mental disabilities or are at risk for adverse outcomes due to the limited resources of their families. The model will be incorporated into existing programs and services. The project also will develop and evaluate an intervention model for special needs toddlers which utilizes existing home- and center-based day care environments. Program features include an interagency identification and intervention model with specific focus on health care and educational systems; 2) a screening and program eligibility model grounded in actuarial and epidemiological statistics; and 3) a multivariate evaluation methodology which assesses the relationships between population and program traits and beneficial child and family outcomes.

Family Empowerment Project

Community Involvement Project
Director: Dorothy Cline
Fiscal Agency: Washington PAVE (Tacoma, WA)

Funding Period: 1987-90
Phone: (206) 588-1741

MAJOR GOAL: To empower parents of children who are handicapped or at-risk to access, utilize, and coordinate countywide resources; and to provide comprehensive countywide planning for the delivery of a continuum of services for infants, toddlers, and preschoolers who are handicapped or at risk.
TARGET POPULATION: Children birth to age 6 years who are handicapped or at risk, and their families.
PROGRAM: The Family Empowerment Project works collaboratively with the Pierce County Health Department, which provides families and project staff with support and consultation concerning health issues. The project demonstrates a model program in which parents serve as paid paraprofessional Family Resource Coordinators (FRCs), helping families of children with special needs locate and utilize appropriate child and family resources and community services. The project has developed guidelines for individualized family service plans, training materials for FRCs, resource materials for parents, and a tracking system to monitor child and family service needs. A demonstration packet detailing program plans of the project also has been developed. Project staff work closely with ChildReach, an infant-toddler screening program; the Tacoma-Pierce County Health Department; the Division of Developmental Disabilities; and the state Interagency Coordinating Council. Project staff also serve on the Pierce County Coordinating Council, working to improve countywide early intervention measures and coordination of services for the birth-to-six population.

Early Use of Total Communication with Children with Down Syndrome

Experimental/Compensatory Project
Director: Betsy Gibbs
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)

Funding Period: 1988-91
Phone: (603) 646-7884

MAJOR GOAL: To evaluate the effectiveness of a total communication approach in promoting language development in young children with Down Syndrome.
TARGET POPULATION: Infants, age 12 months to 3 years, and their families.
PROGRAM: The project offers families a home-based communication intervention which is designed to supplement (not replace) the child's early intervention program. Beginning when the child is 12 to 14 months old, a speech and language pathologist will work with parents to increase their understanding of the way children communicate, and share activities and communication methods which may enhance the young child's developing communication abilities. During weekly home visits, the child will receive a play-based total communication intervention that involves use of verbal and nonverbal sign (ASL). The child's progress will be monitored, using a single-subject research design. During annual visits to the Down Syndrome Clinic, the project will obtain assessments of language development, cognitive and behavioral development, and parent-child interaction. A comparison group of children with limited exposure to sign will be selected from children seen through the Down Syndrome Clinic.

Mobility Training for Young Children with Severe Orthopedic Impairment

Experimental/Compensatory Project
Director: Dean Inman
Fiscal Agency: Oregon Research Institute (Eugene, OR)

Funding Period: 1988-91
Phone: (503) 342-8445

MAJOR GOAL: To investigate the effects of a specialized mobility training program on young children with severe neuromotor impairment.
TARGET POPULATION: Children, age 2 to 8 years, with neuromotor impairment in the upper and lower extremities.
PROGRAM: The project will conduct two studies. Study 1 is a prospective study investigating the acquisition of motor skills in young children referred to Crippled Children's Services over a three-year period. At intake, children will be pretested on joy stick operation, driving skill, level of self esteem, cognitive development, and perceptual skills. Children will be posttested six months after intake to determine the effect of maturation alone on primary and secondary dependent measures. Training will begin after this set of tests and continue until the child achieves mastery of skills. A second posttest will be conducted to determine the gains achieved as a function of mobility training. Study 2 will be a single-subject study to determine if skills learned via a computer simulation training program transfer to operating a real wheelchair in the natural environment. Objective measures of mobility will be applied in these studies; secondary measures of client satisfaction, including self esteem and self image, will be indexed via questionnaires and interviews.

Birth-to-Three Inservice Training Project

Inservice Training Project
Director: Mary Beth Bruder
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

Funding Period: 1987-90
Phone: (203) 674-1485

MAJOR GOAL: To develop, implement, and evaluate a model of inservice training for early interventionists in Connecticut.
TARGET POPULATION: Personnel working with infants and toddlers who have disabilities and their families, including special educators, early educators, day care providers, physical and occupational therapists, speech and language pathologists, social workers, nurses, and medical staff.
PROGRAM: The model consists of two training components: 1) topical workshops, offered at different locations across the state, which provide instruction on topics derived from needs assessment surveys and individual requests; and 2) institutes, offered each year, on specific content areas, with on-site follow-up support. During Year 2, institute topics include the individualized family service plan (IFSP), infant curricula, case coordination, and transdisciplinary teaming. Each institute involves staff from different programs and disciplines, and includes four to seven half-day training sessions and up to one year on-site follow-up to facilitate and evaluate the implementation of institute content.

Developmental Intervention in the Hospital: A Videotape Series for Professionals and Parents

Inservice Training Project
Director: Judith Pokorni
Fiscal Agency: Georgetown University Hospital (Washington, DC)

Funding Period: 1987-90
Phone: (202) 687-8635

MAJOR GOAL: To develop an effective inservice program to provide neonatal and pediatric caregivers with knowledge, skills, and attitudes needed to respond to developmental needs of chronically ill and severely handicapped infants.
TARGET POPULATION: Hospital personnel, including neonatal and pediatric residents and fellows, intensive care nursing staff, pediatric nurses, social workers, and respiratory therapists; and parents of chronically ill and severely handicapped infants. Program components also are appropriate for use in personnel preparation programs for infant specialists.
PROGRAM: The project has developed ten videotape curriculum units with accompanying guides for the three primary audiences. Titles of training units for Neonatal Intensive Care Unit (NICU) staff include Premie Development: An Overview; The Premie and the NICU Environment; Positioning and Handling the High Risk Infant; The Growing Premie; and Helping Families in the Special Care Nursery. Training units for Pediatric Staff include Promoting the Development of Infants with Prolonged Hospitalization, and Helping Families of Infants with Prolonged Hospitalization. Training units for parents include Parenting the Acutely Ill Infant; Parenting the Growing Premie; and Parenting the Infant with Prolonged Hospitalization. Each unit is 8 to 16 minutes in length.

Early Intervention Team Training Project

Inservice Training Project
Director: Jeffri Brookfield-Norman
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90
Phone: (606) 257-8281

MAJOR GOAL: To develop, implement, evaluate, and disseminate a model of inservice training with a multidisciplinary focus for personnel and parents who are responsible for providing services and care to infants and toddlers with handicaps.
TARGET POPULATION: Intervention teams, physicians, nurses, therapists, social workers, speech pathologists, education specialists, parents, and other family members.
PROGRAM: Training takes place within the framework of the development of the Individual Family Service Plan. The project trains participants in appropriate group decision-making techniques. Field-based follow-up training is included in each training sequence that specifies a practice or skill competency outcome. Training modules use a standard format, including statement of outcome objectives, measurable competencies, measurement of entry level knowledge/skill, instructional content, materials, and references. Presentation formats is varied and includes videotaped segments to illustrate behaviors/techniques and activities that allow participants to "practice" a skill. The project will use a "training of trainers" model to expand training resources within the state, reduce cost of initial and follow-up training, and test replicability of the training program. Based on the results of a statewide identification of inservice training priorities, the initial modules include Parent/Infant Interaction, Infant Assessment, Communicative Development and Intervention, and Motor Development and Intervention.

Training Occupational Therapists in Early Intervention

Inservice Training Project
Director: Barbara Hanft
Fiscal Agency: American Occupational Therapy Association (AOTA) (Rockville, MD)

Funding Period: 1987-90
Phone: (301) 948-9626

MAJOR GOAL: To improve the delivery and management of occupational therapy early intervention services for infants and toddlers birth to age 2 years with special needs, and their families.
TARGET POPULATION: Occupational therapists who will work on interdisciplinary teams to provide early intervention services in a variety of settings.
PROGRAM: The project will provide continuing education for occupational therapists (OTs) by developing and disseminating 20 three-day regional workshops in 1990. These workshops will prepare OTs to collaborate with families of children with special needs, provide consultation on interdisciplinary teams that include families, and work in an interagency system. The program will focus on providing occupational therapists with the resources to move from child-centered to family-centered services. Eighteen faculty, 12 occupational therapists, and 6 parents of children with special needs will teach these workshops, in teams consisting of two OTs and one parent per workshop. Following pilot-testing and evaluation of training materials, these faculty will receive four days of training at the AOTA national headquarters in Washington, DC. A manual of resource materials will be developed for national dissemination through the AOTA distribution center. A collaborative evaluation plan has been developed with the Carolina Institute for Research on Infant Personnel Preparation (CIRIPP), which will conduct a follow-up study of the impact of project training on participants' practice in their work settings.

UNM Family Context Model

Inservice Training Project — Funding Period: 1987-90
Director: Maeve Stevens-Dominguez — Phone: (505) 843-2941
Fiscal Agency: University of New Mexico School of Medicine (Albuquerque, NM)

MAJOR GOAL: 1) To develop an inservice training curriculum that incorporates a family-centered approach to training personnel who serve infants and toddlers, birth to age 2 years, who are at risk for or have developmental disabilities, and their families; and 2) to develop a "Team Building Manual" for early childhood special education personnel to use in staff development.
TARGET POPULATION: Multidisciplinary professionals and paraprofessionals who provide early intervention services; and parents.
PROGRAM: The UNM Family Context Model curriculum is composed of six training units (each with seven to twelve four-hour modules) designed to provide needed competencies in early intervention to personnel in the field. A major goal of the curriculum is to identify, adapt, and/or develop training materials that incorporate a family-centered approach to services. The Family Context Model also is developing two manuals: one on understanding the local community and another on team building, with a focus on rural needs. The project uses a Best Practices Network composed of national leaders in the field to assure high quality and to identify existing materials for use or recommendation within the curriculum.

A Team Approach from Hospital to Home: Pediatric Residents, Nurses, and Parent Consultant Team Working with Handicapped/At-Risk Infants and Families

Inservice Training Project — Funding Period: 1987-90
Director: M. Virginia Wyly — Phone: (716) 835-1610
Fiscal Agency: State University College at Buffalo (Buffalo, NY)

MAJOR GOAL: To develop, implement, and validate an inservice training model for health professionals, which focuses on medical and psychosocial interventions for at-risk and handicapped infants, birth to age 2 years, and their families, and on techniques of team-building and collaboration.
TARGET POPULATION: Pediatric residents, neonatal intensive care unit (NICU) nurses, pediatric nurses, and parent consultants.
PROGRAM: The object of the training program is to produce multidisciplinary teams that will work with infants and families in the hospital and during the transition from hospital to community service agencies. Training will address recognition of early developmental disabilities and their variability, screening and assessment instruments, effective communication with families, appropriate psychosocial interventions, and effective teamwork. The curriculum will be organized into four modules: 1) inservice training for pediatric residents, 2) inservice training for NICU and pediatric nurses, 3) inservice training for parent consultants, and 4) training in the team process for physicians, nurses, and parents. The new program will be incorporated into the ongoing training program at Children's Hospital of Buffalo. The model will be field-tested, evaluated, and validated, and will be made available to hospitals and medical schools for replication and adoption.

Family Specialist Training Program

Inservice Training Project
Director: Tess Bennett
Fiscal Agency: Western Carolina Center (Morganton, NC)

Funding Period: 1987-90
Phone: (704) 433-2821

MAJOR GOAL: To provide on-site inservice training to staff in existing early intervention programs in order to improve services to handicapped infants, birth through age 2 years, and their families.
TARGET POPULATION: Staff of developmental day care centers, early childhood intervention services, and other early intervention programs in North Carolina (e.g., neonatal intensive care nurseries, intervention programs operated by social service agencies, evaluation clinics, etc.).
PROGRAM: The project will provide extensive, long-term, on-site inservice training to early intervention program staff. The training is organized around the seven phases of Preschool Handicapped Certification and the Infant Specialist Credential in the state of North Carolina. The coursework represents a comprehensive competency-based model for increasing staff knowledge and skills in observation, assessment, intervention, organization, management, evaluation, and family involvement. Programs receiving training complete a competency-based needs assessment which helps trainers provide content and application activities. Follow-up visits help trainees continue to implement change in programs. Products developed by the project include ten courses. These courses include a trainer and trainee guide and can be used by an administrator or other Early Childhood professional to train staff.

The Inservice Model

Inservice Training Project
Director: Cynthie Johnson
Fiscal Agency: Ohio Department of Mental Retardation/Developmental Disabilities (Columbus, OH)

Funding Period: 1987-90
Phone: (614) 466-7203

MAJOR GOAL: To develop an inservice training model that emphasizes a multiagency approach to training personnel to provide services to young children, birth through age 2 years, with or at risk for handicapping conditions, and their families.
TARGET POPULATION: Direct service personnel in education, health, and social services who work with handicapped and at-risk infants and their families.
PROGRAM: The training model reflects current best practices. The curriculum, which is competency/performance-based, includes courses in child development, disabilities and risk factors, family dynamics, assessment and evaluation, early intervention, learning environment and curriculum planning for early intervention programs, team models and community collaboration, and management of the learning environment. Supervised internships will be offered. Special features of the project include a noncategorical approach to service provision; training directed to working with a wide range of ability levels among children; a family systems approach to programming; and an interdisciplinary and interagency approach to training.

Early Childhood Special Education Community Integration Project

Integrated Preschool Program
Director: Mary Beth Bruder
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

Funding Period: 1988-91
Phone: (203) 674-1485

MAJOR GOAL: To design, develop, implement, and evaluate the delivery of special education and related services for preschool children, age 3 to 5 years, within community early childhood programs.
TARGET POPULATION: Preschool children, age 3 to 5 years, with mild to severe disabilities, including multiple disabilities.
PROGRAM: The project will integrate preschool children receiving special education and related services from local education agencies into community early childhood programs (such as day care programs and nursery schools). Working in conjunction with families, the project will develop individualized, comprehensive, age-appropriate services for young children with disabilities within programs serving young nondisabled children. Training will be provided for public school special education and related services personnel, day care/nursery staff, state agencies, families, and nonhandicapped peers. The project will assess the effects of community integration on children, and will provide assistance to school personnel in policy development and the design of service delivery systems.

Bilingual Integrated Preschool Project

Integrated Preschool Program
Director: Jan Calderon Yocum
Fiscal Agency: Rosemount Center (Washington, DC)

Funding Period: 1988-91
Phone: (202) 265-9885

MAJOR GOAL: To develop and implement a model of comprehensive bilingual services for integrated groups of preschoolers enrolled in day care, which will prepare children for a smooth transition into public school.
TARGET POPULATION: Nonhandicapped, mildly handicapped and moderately handicapped children, age 3 to 4 years, from a variety of ethnic backgrounds and family income levels, whose first language is Spanish or English.
PROGRAM: The bilingual multidisciplinary team, consisting of occupational and speech therapists and a special educator, will design and implement a new curriculum of prekindergarten skills. This part of the program has two objectives: a) to observe children as they participate in different activities, and b) to model appropriate strategies for classroom staff (teachers, aides, and junior teachers). Children suspected of having developmental delays will be given comprehensive assessments to determine the extent of the delay. From these results, an individualized family service plan (IFSP) will be developed. Children with moderate delays will be placed in the Monitored Program, in which children with similar delays are addressed in a group; children with more involved disabilities will receive individual interventions or treatments. The program includes a strong training component for day care staff and parents, with information exchange and consultations given on a scheduled basis.

Project to Integrate Hearing and Hearing-Impaired in Day Care

Integrated Preschool Program — Funding Period: 1988-91
Director: Gail A. Solit — Phone: (202) 651-5130
Fiscal Agency: Gallaudet University Child Development Center (Washington, DC)

MAJOR GOAL: To develop a model for integrating hearing-impaired children with hearing children in a developmental child care program emphasizing cognitive, social, and linguistic development.
TARGET POPULATION: Hearing and hearing-impaired young children, age 2 to 8 years, and their parents; and hearing and hearing-impaired staff from the Kendall Demonstration Elementary School (KDES).
PROGRAM: The project provides a "least restrictive environment", deaf role models for hearing-impaired children, and appropriate training for child care center staff. The project will develop individualized education plans (IEPs) that emphasize cognitive, social, and linguistic development. Preservice and inservice training is provided on such topics as writing an IEP, components of successful integration, adapting class schedules and teaching techniques for deaf children, orientation to the KDES curriculum, safety and health issues related to deafness, and the deaf child in a hearing/deaf family. Family participation is encouraged. A key program is the cooperative relationship between the educational/child care agency, which provides services for hearing and hearing-impaired children, and the deaf services agency, which provides ongoing educational and supplemental services. Planned products include a procedural manual, videotapes, and a network directory.

Carousel Preschool Program

Integrated Preschool Program — Funding Period: 1988-91
Director: Pamela Osnes & Trevor Stokes — Phone: (813) 974-4565
Fiscal Agency: University of South Florida/Florida Mental Health Institute (Tampa, FL)

MAJOR GOAL: To demonstrate an integrated, less restrictive preschool model that will provide preventative early intervention for young children with serious behavior problems in order to enable these children to function normally in public school kindergartens after discharge, and to avoid having these children classified for special education by the public schools.
TARGET POPULATION: Handicapped children, age 3 to 5 years, who exhibit seriously oppositional, aggressive, hyperactive, and/or withdrawn behaviors in their homes and preschools.
PROGRAM: Target children will participate in a regular curriculum at an integrated preschool with children who exhibit no atypical behaviors. The academic portion of the curriculum will be individualized, and children exhibiting excessive or deficient social behaviors will receive individualized social programming. Social and educational skills will be emphasized. After discharge, children will receive follow-up services to help them generalize and maintain academic and social skills. The project will provide individualized services to parents to increase the child's appropriate social behaviors in the home. Staff will be trained to help personnel incorporate behavioral strategies into their teaching. The project will provide consultation to schools and agencies in model replication.

RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)

Integrated Preschool Program — Funding Period: 1988-91
Director: David P. Lindeman — Phone: (316) 421-6550, Ext. 1769
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

MAJOR GOAL: To develop and implement a model preschool integrated service program in rural southeastern Kansas; to implement a process for transition from integrated preschool services into the least restrictive environment in public schools; and to evaluate the effect of center-based and community-based integrated programs on social and emotional development of handicapped and nonhandicapped preschoolers.
TARGET POPULATION: Children, age 3 to 5 years, with handicaps such as language impairment or developmental delays; and their nonhandicapped peers.
PROGRAM: The integration design will combine a variety of existing child care systems (e.g., Head Start, center-based preschools, home day care) in order to create a continuum of placement options that can meet diverse family demographics and individual child needs. Components of the integration process include interagency collaboration; training and technical assistance for professionals, paraprofessionals, and parents; developmental curricula; individualized integration planning; cooperative learning and peer tutoring strategies for young children; public awareness efforts; and transition to integrated public school placements.

Project KIDS (Keying Integration in Day Care/Preschool Settings)

Integrated Preschool Programs — Funding Period: 1988-91
Director: Maureen Guth — Phone: (814) 238-1444 or -2105
Fiscal Agency: ARC of Centre County (State College, PA)

MAJOR GOAL: To develop a longitudinal, rural model of early intervention focusing on the integration of young children with developmental delays or conditions associated with handicaps.
TARGET POPULATION: Children, birth to age 5 years, with disabilities such as developmental delay, speech/language impairment, and Down Syndrome.
PROGRAM: The program's objective is for children with disabilities to attend integrated neighborhood early intervention programs with age-appropriate, nondisabled peers. Children will attend the program up to five days per week until they enter public school. The project will conduct six activities: 1) developing four small satellite programs within integrated classrooms that are in key locations throughout the county; 2) developing a county-wide inservice program about consultation and children with special needs for personnel in mainstream and mainstream settings, with follow-up as needed; 3) providing a consultation agenda and itinerant services; 4) developing an integrated intensive treatment and assessment program; 5) establishing a family involvement team to review current issues and develop a family involvement curriculum; and 6) developing a voucher system for transporting children to their respective programs, in order to minimize traveling expenses and maximize the potential for the development of integrated intervention.

Project APIP (Alexandria Preschool Intervention Project)

Integrated Preschool Program — Funding Period: 1988-91
Director: Michael Castleberry — Phone: (707) 820-2486
Fiscal Agency: Charles Barrett Elementary School (Alexandria, VA)

MAJOR GOAL: To develop, implement, and evaluate an integrated preschool model which enables mildly handicapped and nonhandicapped preschoolers to develop skills, knowledge, and dispositions essential for later school success.
TARGET POPULATION: Mildly handicapped and nonhandicapped children, age 3 to 4 years, and their families.
PROGRAM: The project has four components: 1) an integrated preschool structural design, addressing ratio of handicapped to nonhandicapped, ratio of adults to children, grouping of children, setting, duration and intensity of intervention, and teacher preparation; 2) a "whole child" developmental preschool curriculum, consisting of a whole language component, a cognitive component, a motor component, and a social competence and social interaction component; 3) a family involvement program, which includes parental assistance in the preschool classroom, bimonthly parent support group/seminar, family advisory committee, a toy/book lending library, regular family events, and home visits; and 4) "coaching" as a structure for family and programmatic support. Dissemination and replication of project components will take place in the third project year.

LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers

Integrated Preschool Program — Funding Period: 1988-91
Director: Joseph Jenkins & Kevin Cole — Phone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

MAJOR GOAL: To develop, implement, evaluate, and disseminate a comprehensive mediated learning program to maximize development of children within a least restrictive environment; and to prepare handicapped preschoolers to enter a least restrictive environment.
TARGET POPULATION: Children age 3 to 6 years with mild to moderate handicaps, especially delays in language, cognition, and social/emotional development.
PROGRAM: Children will be randomly assigned to two classrooms with different ratios (10:4 and 4:10) of handicapped to nonhandicapped children. Two specialized classrooms with 14 handicapped children will serve as a contrast group to allow evaluation of the effect of the curriculum vs. the effect of mainstreaming alone. One specialized classroom will use an academically based curriculum. The other three classrooms will use the cognitively based Mediated Learning Curriculum, which will be adapted to meet the needs of main-streamed classrooms as follows: extension to 220 days of instruction to allow for extended school year; broadening of the lesson outline to allow for three levels of performance; and addition of behaviorally defined objectives. Age-appropriate siblings will be included among nonhandicapped peers in order to promote generalization of skills outside the classroom and reduce family stress. Planned products include a teachers manual and an assessment tool.

Intensive CARE Program

Methodology for Infants/Toddlers
Director: Nancy Sweet
Fiscal Agency: Children's Hospital (Oakland, CA)

Funding Period: 1988-91
Phone: (415) 655-9521

MAJOR GOAL: To promote optimal developmental outcomes for very low birthweight (VLBW) infants at risk for significant disabilities.
TARGET POPULATION: VLBW infants with additional medical complications due to bronchopulmonary dysplasia or prenatal drug exposure, who require hospitalization in the tertiary neonatal intensive care unit (NICU).
PROGRAM: Intervention begins in the NICU after medical stabilization and continues post-discharge until the infant reaches at least 2 years corrected age. Infants are randomly assigned to the Comprehensive Developmental Intervention (CDI) group, which receives daily implementa-tion of an individualized developmental plan and intensive infant-caregiver interaction; or the Developmental Consultation (DC) group, which receives less intensive interventions using an advisory approach with NICU staff and parents, and serves as a comparison for the CDI group. Intervention for both groups seeks to normalize or modify the NICU environment, addresses behavioral and developmental goals, and provides parent education and support activities. The post-discharge phase examines the appropriateness and efficacy of different types and intensities of early intervention models, which include neonatal follow-up services, intervention programs for delayed and disabled infants, programs for drug-exposed infants, and infant mental health services. Specialized training is provided for NICU nurses and other staff, graduate student interns, and hospital volunteers.

Project Headed Home

Methodology for Infants/Toddlers
Director: Kathy Katz
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1988-91
Phone: (202) 687-8649

MAJOR GOAL: To implement within the pediatric intensive care unit (PICU) a model service delivery program that integrates developmental and medical needs of medically fragile infants and their families.
TARGET POPULATION: Medically fragile infants, birth to age 2 years, who require frequent or prolonged hospitalization due to complications associated with very low birth weight, severe respiratory difficulties, and/or problems with feeding/absorption, and who are at risk for developmental problems.
PROGRAM: During the PICU phase, the child's developmental level and family needs will be assessed, and intervention goals will be developed by an interdisciplinary team (infant education specialist, psychologist, and physical therapist). The team provides direct service and, with the aid of the nurse specialist and speech pathologist, prepares medical staff and parents for incorporation of developmental goals into the child's medical care plan. The model is designed to assist parents in developing competence in managing their child's medical and developmental needs, to facilitate transition to home care. When the child is ready for discharge, the project will help the family plan for coordination of community services. After transition, member of the team will serve as liaison to assist in referral to community programs. If the child is rehospitalized, educational goals developed in community-based programs would be carried over to maintain consistency in programming.

Collaborative Medical and Developmental Services Project

Methodology for Infants/Toddlers
Director: Betsy Gibbs
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)

Funding Period: 1988-91
Phone: (603) 646-7884

MAJOR GOAL: To design and implement a model that links the medical and developmental/psychoeducational fields and provides specialized support and information services to families and primary caregivers (medical, developmental, and educational) of children genetic and prenatally determined dis-orders (GPDDs).
TARGET POPULATION: Infants and young children with GPDDs, including inherited disorders, metabolic disorders, recognizable syndromes, early developmental defects, and teratogenic disorders.
PROGRAM: The project's goal is to improve the quality of medical, developmental, and educational services for children with GPDDs. Program components will be designed to provide up-to-date information to parents and service providers on the implications of the child's condition through a computerized information data base and condition summaries; promote parent-to-parent and teacher-to-teacher support; provide specialized medical and developmental monitoring and guidance for children; and provide outreach consultation to early intervention staff, preschool special educators, and pediatricians concerning the child's condition and its educational implications . The project's regional Genetics-Child Development clinics will provide coordinated medical and developmental monitoring, follow-up care, and anticipatory guidance.

Parent/Infant Project (Preventive Intervention Program)

Methodology for Infants/Toddlers
Director: Patricia A. Pietkivitch
Fiscal Agency: Morristown Memorial Hospital (Morristown, NJ)

Funding Period: 1988-91
Phone: (201) 540-5209

MAJOR GOAL: To demonstrate that preventive intervention can have a positive impact on developmental outcomes for infants with severe neonatal illness; and to develop a replicable three-tiered ecological preventive intervention model.
TARGET POPULATION: Infants who experience severe neonatal complications and who are at high risk for developmental disorders.
PROGRAM: The project will emphasize intervention strategies which capitalize on naturally occurring events. A three-tiered approach will be used. 1) In Special Care Nursery, a physical therapist will assess the infant, provide intervention, train nursing staff to implement plans, provide training and support to parents, and prepare families for discharge. 2) Services will be provided during home visits by occupational, physical, and speech therapists until the infant reaches 3 months corrected age. Services include assistance in supporting the infant's self-regulatory efforts and enhancing success in routine caregiving activities. 3) From 3 months to 24 months corrected age, infants and families will participate in a play-based curriculum program. The developmental outcomes of participating infants will be compared to those of infants in a nontreatment group selected from the year prior to initiation of the program. Videotapes will provide parents with ongoing record of child progress. The project will develop curriculum and audiovisual materials and modules to aid in replication.

Project TIME (Timely Interventions within Medical/Developmental Environ-ments)

Methodology for Infants/Toddlers — Funding Period: 1988-91
Director: Ginny Munsick-Bruno — Phone: (505) 277-3946
Fiscal Agency: University of New Mexico Medical Center (Albuquerque, NM)

MAJOR GOAL: To develop and test an innovative family-centered multicultural model of service delivery, designed to improve the developmental outcomes of extremely low birthweight (ELBW) infants.
TARGET POPULATION: ELBW infants who may have additional medical complications of bronchopulmonary dysplasia and/or periventricular/intraventricular hemorrhage and who may require prolonged hospital care; and their families.
PROGRAM: The project has five components. 1) Infant Intervention begins at admission to the neonatal intensive care unit (NICU) and continues until discharge into the community. The Directed Care Model provides a 24-hour individualized environment, including positioning, handling, timely contingent care, and interactions. 2) Family Centered Care offers a culturally sensitive, family systems approach, to empower families, strengthen available support and resources, and offer information and coping strategies to families of infants who survive and infants who die. 3) Care/Continuity Linkages provide coordination services, materials, and information from NICU through discharge. 4) Inservice Training for professionals consists of a module targeting NICU nursing and volunteer staff, and a module for medical, health, developmental, and education personnel and community volunteers. 5) The research component compares two groups of ELBW families--one receiving model services, the other receiving routine NICU services--over a two-year period.

BASE (Building a Strong Environment

Methodology for Infants/Toddlers — Funding Period: 1988-91
Director: Diane Bricker — Phone: (503) 686-3568
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

MAJOR GOAL: To improve the quality of service delivery to and increase resources for abused/neglected infants and toddlers with developmental delays.
TARGET POPULATION: Children, birth to age 3 years, who have suffered abuse or neglect and who are mildly handicapped or developmentally delayed; and their families.
PROGRAM: The project will develop a model of collaborative, comprehensive service delivery that can reduce family dysfunction and enhance developmental growth of children. The intervention program will provide a variety of service options for families. Families will be scheduled to participate in one or more of the program's four major components: facilitation of child caregiving, support services, daily living skills development, and community resource utilization. Families will participate twice a week in center-based intervention focused on improving parent-child interactions and developing potential for each child. Home visits designed to meet individual family needs will supplement center-based services. A number of support services, such as speech therapy and physical therapy, from local service agencies will be coordinated with individual family programs.

Developmental Support for Medically Handicapped Children

Methodology for Infants/Toddlers
Director: Heidi Feldman & Stephen Bagnato
Fiscal Agency: Children's Hospital of Pittsburgh (Pittsburgh, PA)

Funding Period: 1988-91
Phone: (412) 647-5560

MAJOR GOAL: To ensure consistent, comprehensive early intervention services to children with medical handicaps during hospitalization through transition to community-based services.
TARGET POPULATION: Children, birth to age 3 years, who require prolonged use of biomedical technology and/or prolonged hospitalization.
PROGRAM: The project has four goals: 1) to demonstrate that early intervention for children with long-term medical needs can be delivered in a variety of hospital settings in a manner that is compatible and concurrent with medical care; 2) to promote family collaboration with professionals in defining their role and level of involvement, and in making informed choices regarding their child's care; 3) to provide a model for hospital-based early intervention which includes ecological, adaptive, and interactive features organized in an interdisciplinary fashion; and 4) to develop transition processes that promote continuity of developmentally supportive care during transitions between service settings. The program will design a parallel organiza-tional structure that coordinates representatives from all hospital services, with parents as central members in planning and provision of care. A Developmental Support Committee provides systematic early identification, consultation, and facilitation of support teams in the hospital. Education about contemporary practice, medical illnesses, implications of service delivery, and principles of family-centered care will be provided to medical staff and community providers. The project provides ongoing consultation with community agencies before and after discharge, and brings early intervention specialists into the hospital to participate in transition planning.

Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Susan Petersen — Telephone: (303) 270-8826
Fiscal Agency: JFK Development Center, University of Colorado Health Sciences Center (Denver, CO)

MAJOR GOAL: To develop a systematic inservice training program to prepare paraprofessionals and trainees in related disciplines to deliver developmentally focused child care to medically fragile infants and toddlers in normalized, nonsegregated settings.
TARGET POPULATION: Child care paraprofessionals;, and preservice and inservice professionals in infant intervention, early childhood education, psychology, occupational and physical therapy, nursing, and speech/language.
PROGRAM: Child care paraprofessionals will receive training in the health care of medically fragile infants and toddlers and in a "child care as early education" model incorporating special services into daily routines, based on the Partners for Learning Program infant curriculum. Training for related service professionals will focus on competencies in a team-based approach to collaborating with generic child care programs. Specialized training will be offered in interdisciplinary assessments (with parental collaboration), development of individualized child care plans and individualized family service plans, and in developmental programming for infants and toddlers at risk for developmental disabilities. Training and support will be provided for parents and volunteers. A Community Integration Team will provide community-based follow-up and consultation. The project will develop print and audiovisual training materials.

Day Care Inservice Training Model on Young Children with Special Needs

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Mary Beth Bruder — Telephone: (203) 674-1485
Fiscal Agency: UCONN Health Center (Farmington, CT)

MAJOR GOAL: To develop a model training curriculum on the integration of young children, birth to age 5 years, with disabilities for state-funded day care center staff.
TARGET POPULATION: Day care providers, administrators, and teachers.
PROGRAM: Training is designed to meet state licensing requirements and is offered in three components: topical workshops, long-term institutes, and individual technical assistance. Workshop topics include assessment, behavior management, individualized education plan development, environmental adaptations, and family partnerships. Institutes offer skills training through weekly sessions over a 12-week period. Maximum enrollment is five participants. The Special Education Services institute will address such topics as interagency collaboration, behavior management, assessment, child-caregiver interactions, teaming, environments, families, and legal issues. Graduates of the first institute will be eligible to participate in trainer-of-trainers institutes, offered twice a year. Topics of the Training Others institutes include adult learning styles, active listening, consultation, coaching, situational leadership, motivation strategies, and overcoming resistance to change. These participants will offer training to other day care providers under project supervision. Continuing education credit will be offered to all institute participants. The project will offer individualized technical assistance focusing on program-, family-, or child-specific topics related to integration of young children with disabilities into community day care programs through a toll-free phone number and on-site visits.

Bridging the Gap: Inservice Training for Child Care Personnel

Multidisciplinary Training Project
Director: Victoria Y. Rab
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1989-92
Telephone: (202) 994-6170

MAJOR GOAL: To develop a replicable inservice model to train multidisciplinary child care personnel to serve young children with handicaps in integrated community-based programs.
TARGET POPULATION: Multidisciplinary personnel in community-based day care and preschool programs, including teachers, administrators, and teaching assistants.
PROGRAM: Training will be provided over a two-year period to staff of four community-based day care and preschool programs. Level I training will focus on orientation, awareness, and basic knowledge of normal development and handicapping conditions. Level II training will focus on the needs of specific children who have been integrated, with emphasis on communica-tion and social interaction skills. Level III training will address self-identified goals of child care staff. The project will recruit children who are receiving services in the early intervention and special education programs in Arlington County to be placed part-time or full-time in integrated, community-based settings, with project staff providing case management, transition planning, and liaison. Orientation sessions will be provided for all families. All children enrolled in the program will participate in activities to promote awareness of individual differences and to prepare them for the integration of children with special needs into their classrooms. Project staff will help programs identify staff roles and responsibilities, the changes required in those roles in order to serve children with special needs, and the skills needed to implement the new roles. A series of three manuals (orientation, training, and administrative) will be developed and published for field use.

Best Practices in Integration (BPI Project)

Multidisciplinary Training Project
Directors: Susan Shuster & Susan Kontos
Fiscal Agency: Institute for the Study of Developmental Disabilities, Indiana University (Bloomington, IN)

Funding Period: 1989-92
Telephone: (812) 855-6508

MAJOR GOAL: To design a two-tier inservice training model to ensure provision of quality early intervention, special education, and related services to infants, toddlers, and preschoolers with handicaps in integrated community-based programs.
TARGET POPULATION: Family day care providers; child care, preschool, and kindergarten teachers; early intervention specialists; early childhood educators; early childhood special educators; and allied health and related services professionals.
PROGRAM: The BPI Project has five components: 1) Community Preparation and Planning, to promote integration options, obtain local agency support, and identify placement sites; 2) Inservice Training Model, to provide collaborative training in effective integration practices; 3) Impact, to provide for model dissemination; 4) Evaluation; and 5) Management and Internal Support. The training model has two tiers: one focusing on the consultation process for early childhood special educators, and the other focusing on community-based direct service providers. The project will utilize didactic and field-based training to prepare professionals in the following areas: collaborative problem-solving, knowledge expansion regarding community-based programming, and interactive communication.

Project Lexington

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Rebecca Howe — Telephone: (606) 257-3465
Fiscal Agency: Human Development Institute, University of Kentucky (Lexington, KY)

MAJOR GOAL: To develop a program to train child care personnel in the skills needed to facilitate the integration of children with handicaps, particularly those with severe and multiple handicaps, into generic child care settings.
TARGET POPULATION: Teachers, teaching assistants/aides, and support personnel (e.g., health consultants, therapists, and administrators) in child care agencies.
PROGRAM: Project objectives address four areas of need: training for child care personnel who will work with children with special needs; expansion of integrated child care options; increased interagency cooperation and collaboration; and research into best methodologies for training and integration. The project's approach is community-based, interagency-focused, and child-centered. Training is tailored to the specific needs and competencies of trainees. Following needs assessment, trainees move through a series of training activities, including 1) introductory self-study materials to assure a common language and familiarity with basic information; 2) competency-based classroom instruction targeted to skills needed to plan environments and implement activities to assure full participation of children with handicaps; 3) practicum experiences in a program which provides fully integrated child care; and 4) on-site follow-up consultation and technical assistance. The project includes a research and evaluation design which will use pre/post testing and 6 to 12 month follow-up observation procedures to evaluate the effectiveness of training and the extent to which children with handicaps have been integrated into generic child care settings.

Development of a Replicable Coaching Model to Provide Inservice Training

Multidisciplinary Training Project — Funding Period: 1989-92
Director: Ann Riall — Telephone: (601) 266-5163
Fiscal Agency: University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

MAJOR GOAL: To develop a flexible inservice training model for day care, nursery, and preschool programs staff serving children, birth through age 4 years, with disabilities.
TARGET POPULATION: Early childhood program staff in licensed day care programs in Hattiesburg, including Head Start, community-based programs and a university-based center.
PROGRAM: The project will offer on-site training using an individualized coaching model that can be implemented across different programs and different levels of staff training and experience. Target children will require different intervention objectives and teaching strategies, depending on the type and severity of their disability (e.g., mental retardation, physical handicaps, sensory deficits). Therefore, an individualized training plan will be developed for each staff trainee, with family input. Three levels of training are provided. Level I, Awareness Training, involves all center staff and families, and emphasizes the rationale for integrated services and an overview of the characteristics of children with disabilities. Level II, Knowledge-Based Training, involves parents of target children and those staff likely to encounter the child, and addresses child-specific developmental and behavioral characteristics, intervention techniques, and support needs. Training is provided in small groups or one-to-one. Level III, Skill-Based Training, involves staff who will work with the child, and consists of classroom implementation, trial and feedback sessions, and coaching. Intensity of training is determined by needs of child and staff.

Missouri TIKES: Training Individuals to Care for Exceptional Students

Multidisciplinary Training Project
Directors: Bob Busch & Ronald Gillam
Fiscal Agency: University of Missouri (Columbia, MO)

Funding Period: 1989-92
Telephone: (314) 882-1386

MAJOR GOAL: To develop an interdisciplinary, collaborative, consultative training model to prepare day care personnel to work with young children with handicaps in an integrated community-based setting.
TARGET POPULATION: Licensed day care providers with no prior training in working with handicapped children.
PROGRAM: The project will assist day care providers in adapting and modifying environments and activities for handicapped children, and helping parents learn strategies for dealing with the problems they face on a day-to-day basis in their parenting role. The training curriculum has two components: 1) a group meeting unit, and 2) an on-site needs assessment, demonstration, and consultation unit. Eight monthly group meetings will focus on such topics as preschool handicapping conditions;, cognitive, language, and psychomotor development, behavior management, family relationships, literacy development, and health care and nutrition. The meetings also provide a forum information-sharing, problem-solving, and support to training participants. On-site visits will be conducted after each group meeting during which project staff will demonstrate an activity and help agency staff adapt and/or modify the activities to the specific needs of the children in their care. The project will develop eight 40-minute videotapes with corresponding trainer and viewer guides addressing child-child interactions which demonstrate important points and adult-child interaction which demonstrate suggested activities.

Comprehensive Integrated Training for Personnel in Community Preschool/-Child Care Programs

Multidisciplinary Training Project
Directors: Philippa Campbell & Bonnie Strickland
Fiscal Agency: Family Learning Center (Tallmadge, OH)

Funding Period: 1989-92
Telephone: (216) 633-2055

MAJOR GOAL: To develop a model of competency-based training to prepare personnel to work with children, age 3 to 5 years, with disabilities in integrated, community-based settings.
TARGET POPULATION: Teachers, administrators, and staff from public and private preschool/child care programs; and high school students enrolled in vocational and career training programs and working in school-sponsored child care facilities.
PROGRAM: Training is based on the skills necessary for successful integration and comprises two major components: 1) direct inservice training of child care personnel at targeted program sites, and 2) indirect training of a network of additional programs through community resource activities. Direct training includes experiential, hands-on learning as well as didactic instruction. Provisions are included for individualized implementation directly linked to trainees' existing roles and responsibilities. Technical assistance and follow-up provides ongoing support of newly acquired skills through information-sharing, evaluation, and problem-solving groups. Indirect training will consist of the establishment of a Preschool Integration Network through which all community child care programs identified as enrolling or willing to enroll children with disabilities will receive information related to integrated programming. The network will publish a bimonthly newsletter and conduct quarterly network meetings on topics related to integrated programming. During Years 2 and 3, the project will develop and disseminate a Preschool Integration Manual providing strategies for integrated programming.

Early Integration Training Project (EITP)

Multidisciplinary Training Project
Director: Dennis Sykes
Fiscal Agency: Ohio State University (Columbus, OH)

Funding Period: 1989-92
Telephone: (614) 447-0844

MAJOR GOAL: To develop a program for training child care, administrative, and support services personnel to serve young children with disabilities in an integrated setting; and to develop a system for training trainers.
TARGET POPULATION: Child care and administrative staff of home- and center-based child care centers; and support service personnel working in specialty areas such as speech-language pathology, occupational therapy, and nursing.
PROGRAM: Training is provided through interactive workshops that allow for practice of newly acquired skills. Workshops will include case studies, role playing, small group problem-solving sessions, and discussion groups, in addition to more formal lecture presentations. Training is individualized to meet the needs of the five training audiences: child care staff, support services staff, administrators, project trainers, and parents. The project is coordinated through county-level collaborative groups and seeks to initiate lasting relationships among various team members. Fifteen hours of training will focus on the following areas: 1) planning positive integrated placements; 2) developing team skills; and 3) preparing children and adults for integrated placements. The training program will be piloted in four counties during the first project year, and will be disseminated statewide through a pyramidal training model during Years 2 and 3.

The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel

Multidisciplinary Training Project
Directors: Mark Innocenti & Diane Behl
Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 750-2006

MAJOR GOAL: To develop a transdisciplinary, consultant-based training model for staff in Head Start programs to enable them to work effectively with young children with handicaps in integrated settings.
TARGET POPULATION: Paraprofessionals in Head Start programs that provide services to migrant populations and/or programs in rural/frontier areas, where the majority of children served are environmentally at risk.
PROGRAM: The project will provide intensive individualized instruction utilizing modeling and shaping of staff skills. The training program combines curriculum, assessment, data collection, and support components from the Multi-Agency Projects for Preschoolers (MAPPS), a home- and center-based intervention program for children with handicaps in rural areas, and procedural components from the Social Integration Project, a program for serving children with handicaps in community day care settings. Objectives include improving knowledge and skills of Head Start staff in working with children with handicaps; assessment and programming for identified children; training of the Head Start handicap coordinator to assume the lead role in model implementation; training Health/Handicap Aides to develop appropriate child goals, write and implement individualized service programs, and collect data for assessment; and developing training manuals for specific training audiences.

PPEI Project (Professional and Parent Paraprofessional Early Intervention Service Delivery)

Nondirected Demonstration Project
Director: Samera Baird
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1987-90
Phone: (205) 826-5943

MAJOR GOAL: To compare the cost and effectiveness of two early intervention service delivery options: 1) services provided directly by a team of professionals, and 2) services provided by trained parent paraprofessionals, under supervision of and with consultative services from professional team.
TARGET POPULATION: Infants, birth to age 3 years, who are at risk for or demonstrate a developmental delay, and their families.
PROGRAM: The project has three interlocking phases: 1) service delivery to infants and families by the professional team; 2) selection and training of parents to become parent paraprofessional early interventionists (PPEIs); and 3) service delivery to infants and families by PPEIs. Infants are assigned to treatment groups based on order of referral. Following assessment, a home-based, individualized family service plan is developed which emphasizes infant-parent interaction and social support to families; child skills are addressed as needed. PPEIs complete core training which addresses infant-parent interaction, family social support, effective communication, adult learning, data collection, program procedures, and heterogeneity of families. After core training, each PPEI completes an individualized needs assessment, to determine future training activities, and participates in a supervised practicum/internship, gradually assuming responsibility for intervention.

CCHIME (Children's Center Handicapped Integration Model Education)

Nondirected Demonstration Project
Director: Claire Cavallaro & Joyce Hagen
Fiscal Agency: California State University Foundation (Northridge, CA)

Funding Period: 1987-90
Phone: (818) 717-5088

MAJOR GOAL: To develop and implement a model for the integration of preschool handicapped children into an existing student-sponsored child development center on a university campus.
TARGET POPULATION: Children, age 2 through 5 years, of various ethnic and socioeconomic backgrounds, whose parents are students at California State University. Secondary targets include families, staff, and volunteers at the Children's Center.
PROGRAM: The project includes the following components: a) Assessment, to provide screening and transdisciplinary developmental evaluations; b) Inservice Education, to provide intensive staff training; c) Family Support, to provide individualized services including assistance in the home, coordination with other agencies, and parent and sibling support groups; d) Classroom Integration, to implement individualized education and family service plans within ongoing activities at the Center; and e) Materials Development, to produce manuals describing effective practices. Instructional strategies for integration emphasize development of social, adaptive, and functional communication skills. The project also provides training for staff in other programs and schools, and serves as a training site for students in special education, educational psychology, counseling, child development, and related fields.

INREAL (INter-REActive Learning) Outreach

Nondirected Demonstration Project
Directors: Elizabeth Heublein & Rita Weiss
Fiscal Agency: University of Colorado (Boulder, CO)

Funding Period: 1987-90
Phone: (303) 492-8727

MAJOR GOAL: To change the learning environment in regular education classrooms to effect successful mainstreaming of children with handicaps; and to prevent future school drop-outs among students who are not handicapped but are at risk educationally.
TARGET POPULATION: Regular and special education personnel, teachers, paraprofessionals, and administrators.
PROGRAM: This outreach project derives from the INREAL Intervention Model, a communications-based program to facilitate the language, cognitive, and social-emotional growth of preschool children with or at risk for handicaps in the regular classroom. The project will expand the INREAL model to serve elementary school children, age 5 to 8 years, who are handicapped or at risk. The project also will develop regional centers through a staff process that parallels the INREAL intervention model, in that the personnel, parents, and agencies involved in the child's intervention work from an individual, developmental perspective. The objectives over three years are to provide INREAL staff development training to regular and special educators, and to establish two self-supporting INREAL regional training centers to support and expand local training. The staff development, being locally owned, is sensitive to local needs and is cost-effective.

Integrated Early Intervention Service Delivery Project

Nondirected Demonstration Project
Director: Mary Beth Bruder
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1989-92
Telephone: (203) 674-1485

MAJOR GOAL: To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.
TARGET POPULATION: Young children, birth to age 3 years, with mild to severe disabilities, including multiple disorders.
PROGRAM: The project will assist the state Department of Mental Retardation's early intervention programs in utilizing community-based early childhood program settings for service delivery purposes, to provide least restrictive placement options for children requiring special education services. The project has four interrelated components: 1) training for early childhood and special education staff, families of children in early childhood special education, and nondisabled peers; 2) child and family assessments (e.g., child's developmental status, social and play skills, level of engagement with environment, family' perception of the child, family's needs for social support); 3) environmental analysis (analysis of conditions necessary for successful integration in various settings); and 4) policy development for local education agencies, day care and nursery schools, and state agencies responsible for licensing day care providers. Placements will be based on environmental appropriateness. Special education and related services will be incorporated into regular activities and routines within the community setting. The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.

CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High Risk Infants

Nondirected Demonstration Project
Director: Barbara Browne
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1989-92
Telephone: (202) 994-6170

MAJOR GOAL: To develop and implement a comprehensive identification, intervention, and referral program for biologically and/or environmentally at risk infants, their families, and child care providers.
TARGET POPULATION: Infants and families from the Intensive Care Nursery at George Washington University Hospital, with one or more of the following: abnormal neurological examination, maternal substance abuse, teenage mother, single mother, low socioeconomic status, infant in day care (full- or part-time).
PROGRAM: Project CAPS is established around the principles that the functional and adaptive (as well as dysfunctional and maladaptive) characteristics of infants can be identified at each point in the development sequence, thereby providing a basis for planning intervention. Services to infants and families begin in the NICU and continue through transition from hospital to home. When the infant is at home and medically stable, group intervention services are offered which bridge gaps created by program waiting lists and admissions requirements. Other services include high-risk follow-up clinic, parent support groups, community liaison and case management, and home- and center-based training for child care providers. The project assumes that "goodness of fit" of parent, infant, and environment is most important to the developmental outcome of the premature/high-risk infant and family. Interventions are sensitive to the behavioral idiosyncracies of each infant.

Project Alliance

Nondirected Demonstration Project
Directors: Merle Karnes & Helen Shapira
Fiscal Agency: Developmental Services Center (Champaign, IL)

Funding Period: 1987-90
Phone: (217) 359-0287

MAJOR GOAL: To develop training modules and consultation procedures that will enable parents to take a more active role in the planning and delivery of services to their handicapped children; and to improve the skills of professionals in collaborating with parents and interagency and intra-agency teams.
TARGET POPULATION: Parents of handicapped children, birth to age 5 years, and professional staff at early intervention and public preschool programs.
PROGRAM: The project has developed training materials and procedures to enhance collaboration between parents and professionals. A number of training options for parents (e.g., individual home training, group workshops, topical mini-books, audiotapes) have been developed to take into account individual differences within families and within programs. Workshop training utilizes the communication process, progressing from the development of communication skills to the determination of outcomes. Small group training reinforces the goal of parent-professional alliances. The training modules address such topics as communication skills, transition issues, interagency collaboration, rights and responsibilities of parents, pre-meeting preparation, and outcome development and joint decision-making. A secondary project goal is to identify and remedy interagency procedural barriers to effective teamwork. A limited, statewide field-test will be conducted in both early intervention and public preschool programs in order to further refine the training components.

Project TTAP (Technology Team Assessment Process)

Nondirected Demonstration Project
Director: Patricia Hutinger
Fiscal Agency: Western Illinois University (Macomb, IL)

Funding Period: 1989-92
Telephone: (309) 298-1014

MAJOR GOAL: To develop a cost-effective functional technology assessment model, based on decision theory, that provides assessment and follow-up for young children with disabilities that prevent them from interacting effectively with their environment.
TARGET POPULATION: Young children, birth to age 8 years, with moderate to severe disabilities that prevent them from interacting effectively with the people and objects in their environment; their families; and the staff of schools and agencies. Children exhibit one or more of the following: 1) specific genetic condition (e.g., Down Syndrome), biological condition, medical diagnosis, or physical handicap; 2) sensory deficit; 3) inability to maintain visual contact or grasp of objects; or 4) lack of response to objects or activities in the physical environment.
PROGRAM: TTAP's goals are 1) to enable children to make full use of current technology, including computer hardware, peripherals, switches, and software; 2) to enhance the knowledge and skills of families and local education agency and service agency staff so they can function as members of the assessment team; and 3) to recommend appropriate technology and activities that will enable children to achieve optimal development in normalized settings. During Year 1, the project will concentrate on two areas: 1) Model Development Objectives, which include developing functional assessment measures and procedures, effective procedures for working with families, a follow-up system, assessment materials such as manuals and software, and evaluation procedures; and 2) Service Delivery Objectives, which include conducting assessments, involving families and agency staff, and evaluating service delivery.

Early Identification, Assessment and Tracking of High-Risk Infants and Families

Nondirected Demonstration Project
Director: Nancy Meck
Fiscal Agency: University of Kansas Medical Center (Kansas City, KS)

Funding Period: 1987-90
Phone: (913) 588-5900

MAJOR GOAL: To develop a model service program to identify, assess, and track high-risk infants and toddlers, and their parents; and to develop a model for interdisciplinary training of health care personnel to provide these services.
TARGET POPULATION: For the model service program, children birth to age 3 years who are medically fragile and/or at high risk for developmental delay due to medical, biological, environmental, or psychosocial factors; and their families. For the training program, practicing physicians, residents, and medical students.
PROGRAM: Children and families are referred to the project by neonatal intensive care units, other hospital services, local health care providers, and infant preschool programs. The project model, the Birth to Three Project, provides assessment; refers families to appropriate medical, educational, and social services within the community; and helps plan for and coordinate the transition to the home, the Follow-up Clinic, and related infant/family services. To foster coordinated case management for infants, the project will develop an inservice training program for physicians, and awareness activities and materials for medical students.

Dynamic Individualized Family Service Plan (IFSP) System for Rural Remote Regions

Nondirected Demonstration Project — Funding Period: 1987-90
Director: Ted Maloney — Phone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)

MAJOR GOAL: To develop, implement, and evaluate an economical and effective model for provision of early intervention services in rural, remote regions through a family support planning process designed to meet individual child and family needs.
TARGET POPULATION: Infants and toddlers, birth to age 3 years, with or at risk for mild to profound handicaps, including severe multiple handicaps; their families; and staff of projects providing home-based services.
PROGRAM: The Dynamic IFSP System takes an evolutionary view of the IFSP process by building on accomplishments of past IFSPs, targeting short- and long-term outcomes, and addressing current as well as future "life cycle" stages of children and families. The IFSP is based on family-identified outcomes, with flexibility built in to reflect new outcomes that may be identified later. The model has five components: 1) development of the IFSP, a process which includes child and family assessment, identification of needs, critical events, "life cycle" and long-term issues, and establishment of outcomes and priorities; 2) implementation of the IFSP, which includes child and family training, resource and support services, and service coordination; 3) evaluation of the IFSP, addressing objectives, family satisfaction, and barriers to implementation; and 4) program accountability.

VIDEO-SHARE

Nondirected Demonstration Project — Funding Period: 1987-90
Director: Richard Vanden Pol — Phone: (406) 243-5344
Fiscal Agency: University of Montana (Missoula, MT)

MAJOR GOAL: To develop an assessment regimen of classroom survival skills required in school-age placements; to prepare a permanent videotaped record of child behavior to supplement objective performance documentation; and to use periodic videotape records of classroom interventions to guide parents in encouraging their child's skills.
TARGET POPULATION: Children age 2 to 8 years, with all types of handicapping conditions, and their families; and teachers in receiving placements.
PROGRAM: The project is developing standardized functional skill assessments, based on videotapes, observations, and clinical evaluations of children's behaviors in preschool and Grade 1 classrooms. Targeted skills include following instructions, social interaction, self-help and independence, paying attention and participating in group lessons, and developmentally appropriate pre-academic skills. Individualized therapeutic interventions will be videotaped and incorporated into ongoing parent training to facilitate generalization of skills to the home setting. Classroom videotapes of children in optimal and sub-optimal performances will be available to receiving teachers to help facilitate transition from preschool to kindergarten, supplementing the Individualized Transition Plan. The project will assist teachers in the development of Individual Education Plans. Progress of preschool graduates will be monitored.

Project Ta-kos

Nondirected Demonstration Project — Funding Period: 1987-90
Director: Mary Render — Phone: (505) 345-6889
Fiscal Agency: Alta Mira Specialized Family Services, Inc. (Albuquerque, NM)

MAJOR GOAL: To develop an innovative inservice training model designed to increase the probability that at-risk and handicapped children, birth to age 5 years, and their families have access to and receive appropriate services so that they may remain an integral part of the community in which they reside.
TARGET POPULATION: Parents, educators, therapists, and health professionals who live or work with children who have or are at risk for developmental disabilities.
PROGRAM: Project Ta-kos (a Coast Salish Indian term which suggests that any decision or course of action affects seven generations) expands the concept of integration to include: the child within the family; child and family within the educational/health care service delivery setting; and child and family within the community. This ecological approach is reflected in the following curriculum components: Family-Centered Approach to Goalsetting and Intervention (including IFSP development); Understanding Family Uniqueness through Cultural Diversity; Another Way to View Child Development: An Interactive Approach to the Integration of the Sensory, Motor, and Communication Systems; Transition to Public School for Families of Young Children with Special Needs; and Family Networking: Linking Families, Friends, and Professionals. The training model is competency-based, sensitive to the characteristics of adult learners, and delivered in a three-phase format that allows maximum feedback, support, and follow-up activities. Training on the Project Ta-kos Family Centered Curriculum is being evaluated, and the curriculum components have been packaged for dissemination.

MED-ED (MEDical-EDucational Early Intervention Project)

Nondirected Demonstration Project — Funding Period: 1989-92
Directors: Carl Dunst & Melinda Raab — Telephone: (704) 433-2661
Fiscal Agency: Western Carolina Center (Morganton, NC)

MAJOR GOAL: To demonstrate a collaborative approach for meeting the educational and health-related needs of medically fragile and vulnerable handicapped infants and toddlers, and their families.
TARGET POPULATION: Children, birth to age 3 years, who are referred to regional hospitals at birth for specialized treatment, and whose health impairment may interfere with ongoing provision of early intervention services; and their families. Children are medically vulnerable (e.g., respirator-dependent), or extremely low birthweight and premature.
PROGRAM: The model has four service delivery components: 1) Regional/Local Collaboration, designed to establish coordinated efforts between North Carolina hospitals and local community-based service delivery systems; 2) Family-Centered Support, designed to assist parents in gaining access to community-based health care and early intervention services for their children; 3) Community Health Education, designed to provide training and technical assistance to staff of early intervention programs, day care centers, and preschool programs, to enahnce staff ability to serve medically fragile children; and 4) Health Care Networking, designed to assist community-based health practitioners in implementation and follow-through of health care plans. Project staff are available to assist pediatricians, public health nurses, health care professionals, day care and early intervention program staff, and other human services professionals. Staff also work with parents and other family members to mobilize resource to enhance and maintain the health and well-being of the family and its members.

Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental DayCare for Handicapped Children

Nondirected Demonstration Project
Director: George Singer
Fiscal Agency: Oregon Research Institute (Eugene, OR)

Funding Period: 1989-92
Telephone: (503) 342-8445

MAJOR GOAL: To develop a model program for establishing and maintaining quality day care and after school care for children with special needs, birth to age 8 years, in infant, toddler, preschooler, and early elementary school special education programs.
TARGET POPULATION: Children, birth to age 8 years, with moderate to severe handicaps; their families; advocates, special education professionals; and day care personnel.
PROGRAM: The project offers a model of integrated generic day care as a supplemental service to provide basic physical care, leisure activities, and social integration experiences for the child, and respite and an opportunity to work for parents. The model has three components. Community Organization, Education, and Sponsorship offers of a set of recommended activities and accompanying resource materials to guide implementation, and recruit local sponsorship. Expanding Local Expertise through Training and Technical Assistance offers community college continuing education training for day care providers; technical assistance to direct service providers; and provision of self-instructional materials, including videotapes and manuals, through a local resource library. Training will address integrated day care, the role of the Daycare Resource Specialist, working with families, socialization, adapting day care activities to meet children's special needs, basic skills for handicapped learners, behavior management, and communication. Enhancing Resources addresses service issues through linkage, equipment grants and training stipends, and a registry and referral program.

Parents and Infants Responding (PAIR)

Nondirected Demonstration Project
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1989-92
Telephone: (215) 787-6018

MAJOR GOAL: To develop a model of intervention that will decrease the cumulative risk associated with very low birthweight (VLBW), low socioeconomic status, and single adolescent motherhood, by encouraging appropriate, stimulating mother-child interaction patterns.
TARGET POPULATION: Single, adolescent, low socioeconomic status mothers whose infants weigh 800 grams or less at birth and are at risk medically and environmentally for poor developmental outcome.
PROGRAM: Half of the families receive services through the hospital social service department, which provides support to families during hospitalization and links them to community service agencies at discharge; the other half receive services through PAIR which go beyond those routinely provided by social service departments. There are four components of the PAIR program: engagement, intervention, maintenance, and empowerment. Daily visits by project staff while infant and mother are still hospitalized post-delivery focus on the mother's feelings about herself and her child. Intervention to improve functional development of the infant is coordinated with medical care in the NICU and addresses the child's cognitive, language, motor, and social development. Individual interaction profiles are developed for each mother-child dyad. After discharge, emphasis shifts to maintenance of attachment and interaction skills, helping families locate social supports, and empowering the mother through development of advocacy, vocational, and educational skills. The project will develop manuals and training workshops.

Ecological Caregiving for Home Outcomes (ECHO)

Nondirected Demonstration Project — Funding Period: 1987-90
Director: Crystal Kaiser — Phone: (615) 929-5662 or -5615
Fiscal Agency: East Tennessee State University (Johnson City, TN)

MAJOR GOAL: To develop, implement, and evaluate a replicable ecological model of family-centered, transdisciplinary service delivery for medically fragile/developmentally high risk newborns, beginning in the neonatal intensive care unit (NICU) and continuing through transition to community services..
TARGET POPULATION: Newborns who are medically fragile and/or developmentally high risk (including severely and multiply handicapped), and their families.
PROGRAM: Five model components and 20 component features comprise the Earliest Point of Entry model. Model components include 1) Medically Concurrent Developmental Intervention and Family Support; 2) Multicomponent Early Intervention, incorporating both NICU and community features, 3) Five-Point Transition Facilitation during hospitalization, 4) Four-Level Range of Services Continuum, and 5) Newborn Child-Find Protocol. Sample component features include NICU individualized family service plan and case management protocol, NICU family support program, developmental rounds screening protocol, unduplicated child count reporting protocol (for the five states served by the tertiary center), individualized discharge videos, video-based therapy consultations, schoolroom photos, family and NICU newsletter, welcome home baskets, day care/respite care support, and pediatric and nursing staff training.

A Model for Early Childhood Special Education Program Development in Rural Settings

Nondirected Demonstration Project — Funding Period: 1987-90
Director: Wayne Fox — Phone: (802) 656-4031
Fiscal Agency: University of Vermont (Burlington, VT)

MAJOR GOAL: To develop, implement, evaluate, and disseminate a model for establishing or improving school district programs that serve young children with handicaps and their families in rural settings.
TARGET POPULATION: Children, birth to age 5 years, who have or are at risk for delays in fundamental skills, and their families; and early childhood program administrators and staff, and community service providers.
PROGRAM: The model for developing community-based, comprehensive services for young children with special needs will have six components: a) a Family and Multi-Agency Planning Team; b) assessment of current practices of early childhood special education programs; c) comparison of current practices with identified "best practices" and prioritizing areas for program development; d) development and implementation of a plan for improving services based on priorities established by community representatives; e) implementation of best practices in the delivery of special education and related services; and f) evaluation. The model will be implemented and evaluated in ten cooperating school districts representative of rural Vermont. Project staff will provide inservice training and technical assistance to implementation sites.

The Childhaven Project

Nondirected Demonstration Project
Director: Eugene Edgar
Fiscal Agency: University of Washington (Seattle, WA)

Funding Period: 1987-90
Phone: (206) 543-4011

MAJOR GOAL: To examine the effects of therapeutic day care and family supports on families of handicapped and high-risk children who are victims of abuse or neglect; and to outline policies for prevention and intervention strategies for children who are abused or neglected.
TARGET POPULATION: Children, age 1 month to 5 years, who are at risk for developmental delay due to physical and social factors in their environment, including parental mental retardation or psychiatric disorder, parental substance abuse, and suspected child abuse or neglect; and their families.
PROGRAM: Childhaven, a nonprofit treatment and day care center for abused and neglected children, provides therapeutic interventions designed to encourage child-initiated activities and exploration of the environment, and offers parent training, counseling, transportation, and case management. The project will conduct two studies: a) a retrospective study to follow up on families that have received Childhaven services, focusing on child placement, child progress, family stability, and subsequent service utilization; and b) a prospective study to address the impact of specific interventions on recipient families. Data from both studies will be used to document policy recommendations regarding the timing, nature, and cost-effectiveness of various child and parent interventions.

Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers

Nondirected/Experimental Project — Funding Period: 1988-91
Director: Richard Brinker — Phone: (312) 413-1563
Fiscal Agency: Institute for the Study of Developmental Disabilities (Chicago, IL)

MAJOR GOAL: To test the theory that early contingency intervention will increase a handicapped infant's motivation to explore the environment and thereby facilitate development.
TARGET POPULATION: Infants functioning at the 2 to 3 month developmental level. All subjects share three criteria for eligibility: 1) They do not retain objects placed in their hands; 2) They do not demonstrate a visually directed reach and grasp; and 3) They do not have any "favorite" toys.
PROGRAM: All infants will attend the same weekly early intervention program. A randomly selected group also will receive contingency intervention. Using a combination of group and single subject experimental designs, the project will evaluate the effects of the contingency intervention. The project has three goals: a) to demonstrate the developmental impact of contingency intervention in terms of short- and long-term improvements in infants' exploration of their environment; b) to determine any changes in parent-child interactions as a function of changed perceptions or expectations; and c) to use contingency intervention as a dynamic assess-ment tool to evaluate the effects of different numbers of sessions of intervention per week, motor therapy prior to intervention, and access to switch-operated toys which produce consequences.

Assisting Families of Infants with Handicaps

Nondirected/Experimental Project — Funding Period: 1989-92
Director: Paula Beckman — Telephone: (301) 454-2118
Fiscal Agency: Department of Special Education, University of Maryland (College Park, MD)

MAJOR GOAL: To examine the effectiveness of an intervention program consisting of family assistance plus traditional infant intervention; to examine the long-term effects of the project; and to integrate Project Assist into the ongoing Infant/Toddler program in Prince George's county.
TARGET POPULATION: Infants and toddlers with mild to severe handicapping conditions, such as Down Syndrome, cerebral palsy, sensory impairments, speech and language disorders, and general developmental delays; and their families.
PROGRAM: A pretest/posttest control will be used. Families will be randomly assigned to the experimental or comparison group. Both groups will receive ongoing services of the Infant/Toddler program, including home-based child-focused intervention. The experimental group also will receive family assistance services of Project Assist, which addresses the hierarchy of family goals proposed by Bristol & Beckman (1989). These include child-related child goals, family-related child goals (changes in the child that improve some aspect of family functioning), child-related family goals (family needs in relation to the handicapped child), and family-related family goals (family needs not necessarily related to the child). Weekly structured group sessions will address such topics as self-monitoring and relaxation training, cognitive restructuring, time management, promoting sibling adjustment, and strategies for coping with the reactions of others. At the end of four months, both groups will be post-tested to determine program impact, and the comparison group of infants will receive family assistance.

Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays

Nondirected/Experimental Project — Funding Period: 1989-92
Director: Susan Hupp — Phone: (612) 627-4517
Fiscal Agency: Department of Educational Psychology, University of Minnesota (St. Paul, MN)

MAJOR GOAL: To determine effective methods of facilitating the use of mastery behaviors by young children with severe cognitive/developmental delays.
TARGET POPULATION: Preschool children, age 3 to 4 years, with severe cognitive/-developmental delays. Chronological age span in any study will be limited to six months. Children function at approximately a 12-month level.
PROGRAM: Ten studies are planned. The first set will use single subject design methodology, based on use of ABA(B) and alternating treatment procedures. The six studies in this set address the effects of positive social referencing, different levels of contingency relationships, level of difficulty of materials as related to mastery, and accessibility of materials in relation to the degree of child interaction. The second set of studies will examine interaction among these variables, using group design procedures in which variables are presented in pairs. Four combinations of variables will be studied: contingency/social referencing, level of difficulty of materials/social referencing, level of difficulty of materials/contingency, and accessibility/level of difficulty of materials. Seven types of behaviors will be used to code child involvement demonstrated during play: off-task (e.g., looking around the room); look (looking at, but not touching, the toy); general explore, both passive (e.g., touching the toy) and active (e.g., banging the toy); goal-directed persistence (active engagement relevant to the desired effect); success (intended response of the toy); and social (any child-initiated social interaction).

A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities

Nondirected/Experimental Project — Funding Period: 1989-92
Director: Philippa Campbell — Phone: (216) 633-2055
Fiscal Agency: Family Child Learning Center (Tallmadge, OH)

MAJOR GOAL: To compare immediate and long-term effects of intervention conditions that combine experimental NICU intervention and experimental home-based supportive intervention with standard practice NICU and standard practice community-based intervention for hospitalized, at-risk preterm infants; and to examine effects of medical and other environmental factors (e.g., length of stay in NICU, number of hospitalizations,) on outcome measures.
TARGET POPULATION: Preterm infants who are significantly at risk for chronic health problems and delayed development, and their families. All infants meet the following criteria: birthweight less than 1250 grams; gestational age at birth less than 34 weeks; mechanical ventilation; absence of chromosomal or genetic anomalies; and absence of congenital infection.
PROGRAM: Investigation will be conducted in two phases: during NICU hospitalization and post discharge. Infants are randomly assigned to one of four treatment conditions: A) NICU Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) and experimental home-based supportive intervention; b) NICU NIDCAP intervention and standard practice community intervention; c) standard practice NICU care and experimental home-based supportive intervention; and d) standard practice NICU care and standard practice community intervention. A mixed model repeated measures design will be used to compare immediate and long-range effects of each treatment condition on medical factors, infant behavioral outcome measures, and family outcome measures.

A Comparison of Language Training Procedures with Young Children with Developmental Delays

Nondirected/Experimental Project
Principal Investigator: Jeanne Wilcox
Fiscal Agency: Kent State University (Kent, OH)

Funding Period: 1988-91
Phone: (216) 672-2672

MAJOR GOAL: To examine the comparative effectiveness of language intervention approaches and procedures in conjunction with individual child characteristics.
TARGET POPULATION: Children, age 22 to 42 months, who have a developmental delay of undetermined etiology; have no significant abnormalities in visual or auditory acuity or muscle tone; and who are pre-language or in the very early phases of language use.
PROGRAM: Children are assigned to treatment conditions following assessment of the child's phonetic inventory and capacity for spontaneous imitation. The project selects for each child a training lexicon of 10 words that represent objects, contain initial consonants within the child's phonetic repertoire, and can be used to express functions that the child has mastered. Children participate in individual and group language training sessions which use the Mand/Model and Play/Modeling approaches, and are exposed to one of two training procedures (matched or mismatched with their individual characteristics). The project will examine effects of individual vs. group treatment, matching vs. mismatching, and the relationship between spontaneous imitation and expose to individual vs. group treatment. Influences on children's patterns of word acquisition during intervention and at 3 and 6 months after will be assessed.

Experimental Comparison of Parent Training Approaches

Nondirected/Experimental Project
Principal Investigator: Cordelia Robinson
Fiscal Agency: Winthrop College School of Education (Rock Hill, SC)

Funding Period: 1988-91
Phone: (803) 323-2244

MAJOR GOAL: To evaluate the effectiveness of validated individual parent training programs when delivered in a group setting.
TARGET POPULATION: Infants, birth to age 36 months, with mild to severe developmental disorders, and their mothers.
PROGRAM: The project will examine the child and parent impacts of two parent instructional programs: a developmental content-focused approach, and a combined inter-action/developmental content-focused approach. Sixty mother-child dyads will be randomly assigned to the two experimental groups and a control group. Pre-training, mid-training, post-training, and follow-up videotapes will be made of each mother-child dyad. Training will be conducted in small group format; two of the eight training sessions will involve individualized segments. The basic experiment will be carried out four times: first, with parents of infants, birth to age 18 months, who have received intervention services; second, with parents of toddlers, age 18 to 36 months, who have received intervention services; and third and fourth, with parents of infants and toddlers who have not received intervention services. The Teaching Skills Inventory will be used to measure the effectiveness of the parent training; changes in child development and behavior also will be measured.

Analysis of Early Motor Skill Intervention

Nondirected/Experimental Project — Funding Period: 1988-91
Principal Investigators: Steve Warren and Eva Horn — Phone: (615) 322-8277
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

MAJOR GOAL: To conduct a thorough, carefully controlled comparative analysis of the effects of neuromotor and behavioral approaches on motor skill intervention with young children who have cerebral palsy.
TARGET POPULATION: Children, age 6 to 38 months, with cerebral palsy, who are enrolled in a community center-based intervention program.
PROGRAM: The project has four basic objectives: 1) To conduct individual experimental analyses of comprehensive motor interventions, within a multiple baseline design; 2) to analyze the generalization and maintenance of skills learned through these interventions; 3) to measure the extended effects of these interventions on the subjects' rates of engagement, self-directed activity, and reciprocal social interaction sequences; and 4) to compare the relative effects of the approaches using repeated measures trend analysis procedures across two experimental groups. The research is designed to increase the empirical bases for both neuromotor and behavioral treatment approaches.

Infant, Toddler, and Family Program

Severely Handicapped Infant Project — Funding Period: 1987-90
Director: Jeffri Brookfield-Norman — Phone: (606) 257-8281
Fiscal Agency: University of Kentucky and the Chandler Medical Center (Lexington, KY)

MAJOR GOAL: To develop, implement, and evaluate a family-centered intervention model, that focuses on infant-caregiver interaction, uses existing resources and targets remote or rural areas.
TARGET POPULATION: Infants and toddlers birth through age 2 years who are medically fragile or have severe or multiple handicaps. The majority of participants will be from traditionally underrepresented groups.
PROGRAM: Intervention begins in the neonatal intensive care unit (NICU) just prior to the infant's discharge and continues through the transition to the home. An individualized family service plan is developed with each infant and family. Intervention efforts focus on infant-caregiver interactions, in order to prevent dysfunctional relationships, reduce the likelihood of secondary handicaps, and facilitate development. Parents are instructed on the medical and care needs of their infant, and are assisted in integrating the intervention into family routines. Services after discharge from the NICU are provided in the home, with parent-infant interactions videotaped for analysis, feedback, and reinforcement. The project will identify existing service providers to implement intervention strategies. Where such services do not exist within the community, the project will serve families directly.

Educational Home Model Project

Severely Handicapped Infant Project — Funding Period: 1987-90
Director: Ted Maloney — Phone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)

MAJOR GOAL: To develop an economical and effective model of day service components that will complement existing early intervention services in rural areas and meet the unique needs of handicapped infants and toddlers and their families.
TARGET POPULATION: Children age one month to 3 years who have multiple handicaps and/or are medically fragile, and their families, who reside in rural/remote areas.
PROGRAM: Components of the Educational Home (EH) model include: a) family involve-ment, support, and training; b) community collaboration in service planning and delivery; c) behavioral, ecological, and environmental design of service settings; d) linking of assessment, individual program planning, and evaluation; e) integration of handicapped infants and toddlers with their nonhandicapped peers; f) implementation of health care and medical management procedures; and g) training of project and replication site personnel. Special consideration will be given to assuring family involvement in all parts of service delivery. Services will be provided in the home and in small centers (serving up to 20 children). The project will work closely with the Western Montana Comprehensive Developmental Center for such services as family intervention, physical therapy, speech therapy, and medical assessment.

Project SEARCH (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

Severely Handicapped Infant Project
Director: Carl Dunst
Fiscal Agency: Western Carolina Center (Morganton, NC)

Funding Period: 1987-90
Phone: (704) 433-2661

MAJOR GOAL: To demonstrate the multiple, systems-level effects of the acquisition of response-contingent behaviors on severely, multiply handicapped children, their families, and other caregivers.
TARGET POPULATION: Severely/profoundly retarded and multiply handicapped infants and preschoolers, birth to age 6 years, and their families.
PROGRAM: The project provides home-based and center-based services to children and families using a response-contingent learning approach to assessment and intervention. Children are provided with opportunities to take an active role in interactions with social (e.g., parent-child interaction) and physical (e.g., toy play) environments. The child's response capabilities, identification of appropriate and reinforcing environmental events (social and nonsocial), and manipulation of environmental events (e.g., use of adaptive switches) to provide opportunities for active control are assessed. The project will evaluate and document concomitant behavior changes (e.g., smiling, vocalization, body movement) and higher-order effects (e.g., ability to entertain self, overall temperament, new learning) on the part of the child, as well as the second-order effects (e.g., perception of child's abilities, styles of interaction with child) and higher-order effects (e.g., self-esteem, focus of control) on the part of parents and caregivers. Active participation in intervention by parents and other caregivers is crucial.

Project CATCH: A Collaborative Approach to the Transition from the Hospital to the Community and Home

Severely Handicapped Infant Project
Director: Nancy Hansen
Fiscal Agency: Children's Hospital (Columbus, OH)

Funding Period: 1987-90
Phone: (614) 461-6795

MAJOR GOAL: To establish a central clearinghouse to create partnerships with local communities which facilitate intervention team development, case management, information exchange, and follow-up of families and infants.
TARGET POPULATION: Medically fragile infants, birth to age 2 years, with bronchopulmonary dysplasia or neurological impairment resulting from grade II/IV intraventricular hemorrhage; their families; and local service providers.
PROGRAM: Project CATCH has four components: development, service, dissemination, and evaluation. The project provides family-focused education and assessment/intervention in a broad range of disciplines, including medicine, nutrition, nursing, pharmacy, family develop-ment, infant development, and family-infant interaction. A resource team (consisting of neonatologist, clinical nurse specialist, social worker, and developmental consultants trained in special education, occupational therapy, or speech-language pathology) facilitates Interdisci-plinary Family Service Plan development and review through transitional service coordination; collaborative home visits with local providers; regular follow-up evaluations in health, infant development, family development, and family-infant interaction. The *Project CATCH Multidis-ciplinary Guide to Medically Fragile Infants* forms the basis for inservice training and consul-tation.

Nationally Organized Collaborative Project: The Preventive-Intervention Collaboration

Outreach Project--Multistate/State — Funding Period: 1989-92
Director: Dianne Smith — Telephone: (407) 774-9888
Fiscal Agency: United Cerebral Palsy Association (DC) (Altamonte Springs, FL)

TARGET FOR OUTREACH SERVICES: Parents and early intervention personnel at UCPA affiliate agencies and selected non-UCPA affiliates in Alabama, Florida, and Pennsylvania.
OUTREACH SERVICES: The project will establish 14 core demonstration sites that will function as resources for other service providers, using a trainer-of-trainers approach. Two components of the Family Learning Center model will be replicated: Family-Centered Services and Community Collaborative Services. Each core site will be required to select a program team with a minimum of three members: parent, direct service professional, and administrator. Teams participate in sequenced activities, receive follow-up TA based on needs assessments, participate in data collection and tracking activities, and contribute to dissemination and regional training for other agencies and service providers. Activities are designed to enhance and build local collaborative efforts. The project will develop and disseminate a set of monographs and audiovisual materials on selected topics relevant to outreach training.
DIRECT SERVICE MODEL: The Family Child Learning Center service delivery model offers family-centered and community-based programming to infants and toddlers and their families in regular settings. The model uses an interactive, transagency approach which views infants within the context of the family, and the family within the context of the community. Components include a model for intake and family support, child and family assessment, development of individualized family service plans, and transition assistance.

Rutland-Developmental Therapy Outreach Project

Outreach Project--Multistate/State — Funding Period: 1989-92
Director: Karen Davis — Telephone: (404) 542-6076 or -549-3030
Fiscal Agency: College of Education, University of Georgia (Athens, GA)

TARGET FOR OUTREACH SERVICES: Early intervention teams and service providers from state and local agencies (e.g., school districts, Head Start, child care agencies), and parents.
OUTREACH SERVICES: The project will help states and local agencies to improve and expand programs and services to children, age 2 to 8 years, and their families. The project will focus on three areas: 1) coordination of activities with state lead agencies for infant and preschool programs (e.g., awareness activities, dissemination of materials, identification of training sites, state/regional workshops); 2) training, technical assistance, and outreach services in model replication for early intervention teams, parents, and other service providers; and 3) evaluation of outreach services. The project will offer a four-phase outreach process with the following services: information dissemination through print and audiovisual materials; program planning assistance, including needs assessment, case management, selection of model components, and interagency collaboration; training and technical assistance, addressing such topics as the identification and referral process (child find), team-based intake and diagnostics, curriculum, program liaison, and family services; and evaluation assistance.
DIRECT SERVICE MODEL: The Rutland Developmental Services Model provides team-based, comprehensive, therapeutic intervention for young children, particularly those with social, emotional, or behavioral disorders, and their families. The model emphasizes normal processes and makes provision for change as it occurs. It is designed to be used in a variety of educational settings and with nonhandicapped, as well as handicapped, children.

ACTT Outreach (Activating Children Through Technology)

Outreach Project--Multistate/State
Director: Patricia Hutinger
Fiscal Agency: Western Illinois University (Macomb, IL)

Funding Period: 1989-92
Telephone: (309) 298-1014

TARGET FOR OUTREACH SERVICES: Personnel in 27 states who are employed in public and private agencies (e.g., public schools, medical settings, rehabilitation centers) which serve children, birth to age 8 years, who have or are at risk for handicaps.
OUTREACH SERVICES: ACTT Outreach has developed a set of videotape modules to teach program personnel and families to use microcomputer applications with children with special needs. Training is geared to the needs of the adult learner, and includes assessment of the needs of the replication site, training, follow-up consultation, technical support, critique of videotapes, analysis of data, and materials. Participants also will be trained to train other staff in their home agency. Most training will take place at the ACTT site in Macomb. Project staff maintain communication through electronic mail with sites that have access to SpecialNet.
DIRECT SERVICE MODEL: Project ACTT integrates a computer curriculum into programs for young children with moderate to severe structural and functional handicaps which prevent them from interacting with their environment. The curriculum is designed to foster the child's expectation of control over the environment and encourage autonomy, provide communication possibilities, and foster development of problem-solving, general thinking, and related skills. The curriculum includes procedures for use of hardware, software, and adaptive peripherals such as speech synthesizers, graphics tablets, adaptive keyboards, and switches. The curriculum can be implemented in individual or group settings in home or classroom. Families participate at three levels: awareness, assistance in intervention, and conducting intervention.

Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project

Outreach Project--Multistate/State
Directors: Beth Rous
Fiscal Agency: Child Development Centers of the Bluegrass (Lexington, KY)

Funding Period: 1989-92
Telephone: (606) 278-0549

TARGET FOR OUTREACH SERVICES: Personnel in state, regional, and local programs throughout Kentucky, including state department of education, technical assistance resource centers, local school districts, Head Start, mental health/mental retardation programs, and early childhood intervention/preschool programs.
OUTREACH SERVICES: The outreach project will build a statewide interagency training and technical assistance (TA) network for the transition of young children with special needs from early intervention to preschool programs, and from preschool to school-age programs. Services will include providing training in establishing an interagency regional network of teams to provide training; developing replication sites and providing training in components of the STEPS model; developing and expanding products, such as a Core Facilitator Package; and disseminating information and products at state and national levels.
DIRECT SERVICE MODEL: Project STEPS is a process-oriented, community interagency model for the transition of children with handicaps between service settings. Model components include 1) administration (establishing interagency groups, setting timelines, developing procedures); 2) staff involvement (training in administrative procedures, working with families, instructing children in skills for next placements); 3) family involvement (training parents to work with interagency teams); and 4) child participation (assessment and instruction strategies developmentally appropriate and functionally relevant to placement in integrated settings).

Maine's Birth to Five Early Intervention Outreach Model

Outreach Project--Multistate/State
Director: John Hornstein
Fiscal Agency: Department of Mental Health and Mental Retardation (Augusta, ME)

Funding Period: 1989-92
Telephone: (207) 879-4126

TARGET FOR OUTREACH SERVICES: Parents and professional staff from the birth-to-five coordinating regions in Maine, including private service providers and agency staff coordinating early intervention services. Agencies include speech and hearing centers, home visitor programs, well child clinics, Head Start, community preschools, day care centers, family day care homes, physical and occupational therapy programs, and rural health centers.
OUTREACH SERVICES: Three models emphasizing programming strategies, family-focused intervention, and team assessment will be replicated in nine target sites. Each service theme will be introduced through a two-day early intervention institute using the University's ITV system over seven campuses to allow for widespread, interactive participation. Following each institute, the project will provide inservice training and technical assistance to local target replication sites. A fourth institute will provide an opportunity to integrate work on all three models.
DIRECT SERVICE MODEL: Three models provide the basis of outreach training: 1) Project Interact's Transactional Intervention Program, which offers programming strategies for creation of an interactive match between parent or interventionist and child; 2) the Family Enablement Project's Family-Centered Assessment and Intervention Model, designed to support family functioning through family support networks, parent-professional partnerships, and effective case management; and 3) Project KAI's inservice training model, which emphasizes developing policies and procedures at a systems level to support implementation of family-focused, community-based transdisciplinary assessment.

ERIN Outreach Program

Outreach Project--Multistate/State
Director: Marian Hainsworth
Fiscal Agency: Early Recognition Intervention Network (Dedham, MA)

Funding Period: 1989-92
Telephone: (617) 329-5529

TARGET FOR OUTREACH SERVICES: Personnel in state agencies, public schools, Head Start, preschools, day care, and other programs in 10-12 states which represent a range of geographic and socioeconomic conditions.
OUTREACH SERVICES: The outreach approach involves intense development of a pilot site to serve as an Extended Outreach Nucleus for a network of adopting sites in a given geographic area, in order to facilitate training and ongoing support. The ERIN Training Program for Adults (for regular or special educators and parents) provides the equivalent of 3 to 6 credit hours of college training through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance, and program evaluation. ERIN curriculum and training materials have been adapted into self-study guides and audiovisual materials in four domains: Participation (social/emotional), Language, Visual-Perceptual-Motor, and Body Awareness and Control.
DIRECT SERVICE MODEL: The ERIN model provides teachers with a technology for planning, and implementing an individualized education program for children with special needs, age 2 to 7 years, in mainstream or segregated settings. The model stresses developmental growth in both general coping and cognitive skills. ERIN provides guidelines for adapting the learning environment to the observed needs of the range of children in that setting, with different levels of program intensity, based on setting and severity of handicapping condition.

Project WIN Outreach

Outreach Project--Multistate/State
Director: Geneva Woodruff
Fiscal Agency: South Shore Mental Health Center (Brighton, MA)

Funding Period: 1989-92
Telephone: (617) 783-7300

TARGET FOR OUTREACH SERVICES: Professionals from public and private programs at local, state, and national levels, including early intervention programs, group homes, public schools, Head Start, day care programs, foster care programs, and hospitals.
OUTREACH SERVICES: The project will provide awareness and model replication training to professionals in community service agencies serving children who are HIV-infected, and their families. Awareness training will focus on educating professionals and the public about the service needs of these families. Replication training in implementation of the service model will includes three to five days of ongoing workshops and technical assistance. Training modules, policies and procedures manual, and a videotape outlining development of transagency groups provide guidelines for ongoing implementation of the model.
DIRECT SERVICE MODEL: Project WIN's model of transagency community coordination and transdisciplinary team development serves children under age 6 years and their intravenous drug-using parents. Families served are multiproblem. Children are at risk for developmental delays. The transdisciplinary team provides screening, assessment of child and family, development of the individualized family service plan, home-based intervention, and case management The case management acts offers instruction in child development and parenting behaviors, supports the family's recovery, advocates for the family and helps parents acquire necessary additional services, and coordinates services with other providers.

The Transactional Intervention Program: A National Outreach Training Project

Outreach Project--Multistate/State
Director: Amy Powell
Fiscal Agency: High/Scope Educational Research Foundation (Ypsilanti, MI)

Funding Period: 1989-92
Telephone: (313) 485-2000

TARGET FOR OUTREACH SERVICES: Early intervention professionals and program administrators in 15 states who work in programs that provide a full range of educational and therapeutic services for children with handicaps, birth to age 5 years, and their families. Professionals who work with older preschool-age children may receive training if their services include a substantial commitment to parent involvement.
OUTREACH SERVICES: The project will provide training and technical assistance in replication of the TRIP model. Training will be conducted using a trainer-of-trainers approach. Training is provided over four one-week sessions at a central location to prepare participants to train co-workers in the use of the TRIP model and in developing program policies and administrative procedures to support the model. At each regional site, training will be provided for 20 participants, representing 6 to 10 programs in the region. The project will conduct a regional institute for members of all local intervention teams prior to implementation of the model, with follow-up technical assistance and consultation.
DIRECT SERVICE MODEL: TRIP provides a family-focused early intervention model that is designed to promote child development by focusing on the quality of interaction between child and family. Intervention strategies include turn-taking (to increase parental responsiveness and decrease directiveness), and interactive match (to modify parental behavior to match the child's behavioral style, current interests, developmental level, and information-processing capacity).

The Regional Program for Preschool Handicapped Children Outreach

Outreach Project--Multistate/State
Director: Carol Eagen
Fiscal Agency: Putnam/Northern Westchester BOCES (Yorktown Heights, NY)
Funding Period: 1989-92
Telephone: (914) 962-2377

TARGET FOR OUTREACH SERVICES: Teachers, paraprofessionals, administrators, and clinical personnel from local education agencies, intermediate education units, Head Start programs, and private agencies in Florida, Georgia, Missouri, New York, and Pennsylvania. Agencies that serve ethnic and/or linguistic minorities, and/or economically disadvantaged children will be targeted.
OUTREACH SERVICES: The project will provide training in the components of the direct service model: Interactive Teaching Process, Transdisciplinary Team Approach, and Parent Involvement Model. Outreach services include awareness activities, pre-outreach training survey, orientation conference, on-site demonstration of model components, training workshops, follow-up visits, materials dissemination, and the RP Hotline. Training workshops will be one to three days in length, and will combine lecture, discussion, and active participation.
DIRECT SERVICE MODEL: The Regional Program for Preschool Handicapped Children model addresses provision of skills necessary to function in integrated educational environments (Interactive Teaching Process), team-based programming (Transdisciplinary Team Approach), effective involvement of families (Parent Involvement Model), and interagency coordination (A Guide for Creating Community Awareness and Developing Interagency Cooperation). Although designed primarily for use with moderately handicapped children (language-impaired, mildly mentally retarded, emotionally handicapped, neurologically impaired, etc.), the model can be adapted for programs serving physically or multiply handicapped children.

Family Support and Training Network

Outreach Project--Multistate/State
Director: Philippa Campbell
Fiscal Agency: Family Child Learning Center (Tallmadge, OH)
Funding Period: 1989-92
Telephone: (216) 633-2055

TARGET FOR OUTREACH SERVICES: Parents of children with disabilities throughout Ohio.
OUTREACH SERVICES: The project will establish a statewide regional network of parent training and support programs for families of infants and young children with disabilities. Training will follow a trainer-of trainers approach. Parent consultants employed in each of Ohio's six perinatal regions will recruit and train parent trainers to provide training and parent-to-parent support in local communities. Parent trainers will work under the coordination of parent consultants and will be responsible for training and support in their region. Eight hours of training, which can be broken into two sessions, will be provided. Services will include one-to-one parent support, small group discussion, large group sessions, and workshops. The project will develop a set of videotapes that can be used by families for self-instruction.
DIRECT SERVICE MODEL: The outreach model is based on two complementary training programs. Building Family Strengths is designed to increase family confidence in decision-making. The model has eight training modules which address program philosophy, dealing with emotions, effective communication skills, decision-making, understanding the individualized family service plan (IFSP), participating in the IFSP process, transition, and coordination of services. Family First is a training model for parents and professionals that is designed to empower parents.

Project INSITE Outreach

Outreach Project--Multistate/State
Director: Thomas C. Clark
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 752-4601

TARGET FOR OUTREACH SERVICES: State lead agencies, local education agencies, and other agencies that provide services to multihandicapped, sensory-impaired infants, toddlers, and preschool-age children, and their families, nationwide.
OUTREACH SERVICES: The outreach project has six components: 1) dissemination and awareness activities; 2) identification and selection of replication sites, including needs assessment; 3) training in implementation of INSITE curriculum and procedures; 4) technical assistance; 5) evaluation of model impact and development of materials; and 6) assisting states in implementation of P.L. 99-457. Parent Advisor Basic Training consists of two on-site workshops, to train local providers to incorporate the model and curriculum in existing programs. Continuation Training provides replication sites with consultation, workshops, site visits, and information services. Training for INSITE Trainers offers intensive instruction for local or national certification.
DIRECT SERVICE MODEL: Project INSITE is a home-based, parent-centered early childhood model for deaf-blind and multihandicapped, sensory-impaired children, birth to age 5 years. The model provides for early identification, assessment of family needs, intervention, and family services through weekly home visits by a Parent Advisor. Parents are involved in planning, implementation, and evaluation of services. Interdisciplinary coordination is emphasized in all phases of programming and in transition to center-based settings. The curriculum addresses communication, hearing, vision, motor development and cognition.

SKI*HI Outreach

Outreach Project--Multistate/State
Director: Thomas C. Clark
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 752-4601

TARGET FOR OUTREACH SERVICES: Agencies and personnel serving young children with hearing impairments, and their families, nationwide.
OUTREACH SERVICES: Services to personnel in participating replication sites include seven days of basic training, a set of start-up materials, consultation, and on-site technical assistance. Parent Advisor Training, which emphasizes the direct service component, consists of two on-site workshops with follow-up. Continuation Training, addressing administrative and supportive service components, is provided through on-site topical workshops. Trainers' Training workshops offer certification at the local or national level. Other outreach services include assistance in monitoring, record-keeping, evaluation, and product development. The project will sponsor regional conferences.
DIRECT SERVICE MODEL: SKI*HI is a home-based intervention model for hearing-impaired children, birth to age 5 years, and their families. Model components are Administrative Services (identification, child and family assessment, program management, transition); Direct Services to Families (parent readiness assessment, emotional support, skills training and information); and Supportive Services (medical, clinical, developmental, logistical, and psychological follow-up and support). Parent Advisors make weekly home visits to provide instruction and support to families, and help coordinate services with other professionals. The home intervention curriculum addresses development in the following areas: hearing and speech, language; cognition; social-emotional and self-help skills; communication; and motor skills.

Project Trans/Team Outreach

Outreach Project--Multistate/State — Funding Period: 1989-92
Director: Corinne Garland — Telephone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)

TARGET FOR OUTREACH SERVICES: Professionals in public and private agencies in Georgia, Maryland, New Hampshire, and Texas that provide early intervention services for young children with special needs and their families.
OUTREACH SERVICES: The project will disseminate and replicate a model of family-focused, transdisciplinary inservice training. Training is offered to teams consisting of families and staff, and provides skills and information needed to work as a family-centered team. Assistance is offered in two phases: 1) training in both content and skill development, and 2) technical assistance in the implementation of individual plans for program change. Following training, the team works collaboratively to identify existing program strategies, determine needs for change, and develop a task-oriented plan for program change. The project will refine the inservice curriculum and develop additional materials to assist replication sites in solving inservice training problems related to staff turn-over.
DIRECT SERVICE MODEL: Project Trans/Team provides early intervention teams with training in a family-focused, transdisciplinary approach to service delivery for handicapped and at-risk infants and their families. The model is based on principles of organizational change and on adult learning principles. The inservice training package has five modules: Transdisciplinary Model of Service Delivery, Individualized Family Service Plan, Case Management and P.L. 99-457, Bringing a Family Focus to Early Intervention, and Building Successful Early Intervention Teams of Consumers and Staff.

The NICU Transition Project (NTP)

Outreach Project--Multistate/State — Funding Period: 1989-92
Directors: Forrest C. Bennett & Rodd Hedlund — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET FOR OUTREACH SERVICES: Personnel in hospital neonatal intensive care units (NICUs), community development centers, school districts, and public health agencies in Alaska, Idaho, Montana, and Washington.
OUTREACH SERVICES: The project has two components: 1) assisting hospital NICUs and community service providers in collaboration on the development and implementation of a comprehensive transition plan for multiply handicapped/medically fragile infants and their families; and 2) assisting community developmental centers in the development and implementation of an array of services for these children. The goal is to establish a comprehensive, hospital-based transition plan for a continuum of uninterrupted services for family and infant. Training addresses development of the Home Transition Plan, developing and managing the Individualized Family Service Plan, case management, assessment techniques, and evaluation of child and family progress.
DIRECT SERVICE MODEL: The Transactional Family Systems Model offers an intervention/transition model that focuses on family interactions across time. Services are structured around facilitating positive parent-infant interactions and encouraging interactions that foster the child's developmental growth. The transition process begins 3 to 4 weeks prior to discharge from the NICU to allow time for parent training in medical and caregiving procedures. Weekly home visits are scheduled so that both parents can participate. The model provides a transagency approach to case management and coordination of services.

Outreach to Infants in Rural Settings

Outreach Project--National
Director: Jennifer Olson
Fiscal Agency: University of Idaho (Moscow, ID)

Funding Period: 1988-91
Phone: (208) 885-6159

TARGET FOR OUTREACH SERVICES: Early interventionists and other service providers in public and private agencies in rural areas of Idaho, Montana, Oregon and Washington.
OUTREACH SERVICES: The project seeks to improve services to underserved handicapped and at-risk infants and their families, with special attention to minority populations, such as Native Americans and migrant families. The competency-based training program offers techni-cal assistance and ongoing consultation on infant programming, family-focused intervention, monitoring and follow-up, case management, and transition. Training is provided in individual components during the first year, with follow-up implementation and total model replication during the second year. During Year Three, projects that have received training and follow-up assistance will be required to train a site in their own region. The project also will assist the State Interagency Coordinating Councils in development and implementation of service delivery plans and guidelines.
DIRECT SERVICE MODEL: The direct service model integrates family systems and systematic instruction approaches to serving young handicapped children, birth through age 2 years. The model provides assessment of child and family needs and development of objectives for the entire family. Components include a model classroom with a family systems approach; family involvement; identification and follow-up of at-risk infants in rural communities; and training of professionals to deliver sensitive information to families of handicapped children.

COPING Outreach

Outreach Project--National
Directors: Gordon Williamson & Shirley Zeitlin
Fiscal Agency: John F. Kennedy Medical Center (Edison, NJ)

Funding Period: 1988-91
Phone: (201) 548-7610

TARGET FOR OUTREACH SERVICES: State agencies or organizations involved in early intervention and policy-making; early intervention programs serving children birth to age 5 years who are handicapped or at risk; and professional organizations.
OUTREACH SERVICES: Outreach efforts focus on implementing services to children and families using the Coping Process, a four-step transactional model that describes how individuals and families manage the demands of daily living, and the Personalized Learning Model, a five-step decision-making structure that guides practitioners and families in developing individual-ized family service plans. The project offers consultative collaborative assistance, awareness activities, training and technical assistance to stimulate high-quality programs, and product development. Training workshops provide both child- and family-oriented instruction.
DIRECT SERVICE MODEL: The early intervention model serves children birth to age 5 years who have a variety of neurological, orthopedic, developmental, and sensory deficits. Services to children are delivered by a team through center- and home-based activities that help foster development skills and adaptive coping behaviors. Family services include support groups and workshops in enhancing coping resources. Products include the Early Coping Inventory and training modules.

Technology-Learning-Collaboration (TLC)

Outreach Project--National
Director: Kathy Gradel
Fiscal Agency: UCPA of Western New York (Buffalo, NY)

Funding Period: 1988-91
Phone: (716) 633-4440

TARGET FOR OUTREACH SERVICES: Teachers, therapists, and aides from established programs serving infants and toddlers with disabilities, and their families.
OUTREACH SERVICES: The project will provide intensive hands-on training and follow-up technical assistance in the use of the direct service model to interdisciplinary teams from 30 infant programs in New York and Pennsylvania. Two sequential training sessions at the project site will be planned for each trainee team. The first will introduce the model and provide instruction in technology applications and intervention procedures. The second will refine skills, aid trainees in generalizing the model in the context of their home agency, and prepare staff to conduct demonstration activities with other professionals. Training will be structured around project-developed modules that cover logistical arrangements, support materials and media, informational content, and reference materials. Follow-up technical assistance will be provided.
DIRECT SERVICE MODEL: The Technology-based Environmental Impact Model is based on environmental adaptations and applications of technology that assist children, birth to age 3 years, who have motoric delays, physical disabilities, and/or multiple handicaps to control their world. Staff generate a profile of the child's movement competence and physical management needs, behavior repertoire, and natural or contrived motivators, and determine long-term intervention goals.

Charlotte Circle Outreach

Outreach Project--National
Director: Mary Lynne Calhoun
Fiscal Agency: Department of Teaching Specialties, University of North Carolina (Charlotte, NC)

Funding Period: 1988-91
Phone: (704) 547-2531

TARGET FOR OUTREACH SERVICES: Staff and administrators of new and existing early intervention programs serving infants and toddlers, birth through age 2 years, with severe/profound handicaps such as mental retardation and sensorimotor disabilities.
OUTREACH SERVICES: The project will provide on-site training and technical assistance regarding curricula, instruction, administration, evaluation, and technology. Training will focus on delivery of the social reciprocity curriculum and development of replication sites. Topics may include classroom routines, curriculum, space, licensing, equipment, staffing patterns, health and hygiene, and integrating therapy into the classroom. The project will conduct internships, seminars, and workshops at the project's demonstration site; provide training in the project's curriculum guide at national and regional conferences; and serve as a resource for early intervention agencies and parent groups.
DIRECT SERVICE MODEL: The Charlotte Circle Project Model promotes child development and enhances parent-child relationships by stimulating the child's social responsiveness, reducing the frequency of stressful behaviors, and promoting acquisition of developmental skills. The service delivery model has both home- and center-based components. Classroom activities include the use of lights and music to cue activities, massage, music therapy, individual work on social reciprocity objectives, integrated language and motor therapy, and therapeutic feeding programs. Home visits provide instruction and support in areas of need identified by parents.

Family Enablement Project

Outreach Project--National
Director: Carl Dunst
Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)

Funding Period: 1988-91
Phone: (704) 433-2878

TARGET FOR OUTREACH SERVICES: Early intervention practitioners who serve infants and toddlers with handicaps, and who are being asked to work with families but lack extensive training in family systems assessment and intervention procedures.
OUTREACH SERVICES: The project will provide technical assistance, consultation, and training to early intervention practitioners in implementation of family-centered assessment and intervention services. Project activities include promoting awareness of the project model, training, consultation and technical assistance on specific program issues, dissemination of materials pertaining to model components, and conference presentations. Replication training sites will be identified through state lead agencies for Part H. Six states will receive replication training each year, which will include on-site training, follow-up technical assistance and consultation, project-based training, and regular contact with all trainees. Trainees will have opportunities to observe model implementation.
DIRECT SERVICE MODEL: The family-level assessment and intervention model that forms the base of the outreach project evolved from seven model demonstration projects at the Family, Infant and Preschool Program. Each of these projects uses a social systems model of functioning as a conceptual framework, and stresses empowerment of families, identifying and building on family strengths, strengthening family support networks, and building family-professional collaboration.

Data-Based Classroom Model Outreach

Outreach Project--National
Director: Joyce Peters
Fiscal Agency: Teaching Research Division, Oregon State System of Higher Education (Monmouth, OR)

Funding Period: 1988-91
Phone: (503) 838-8391

TARGET FOR OUTREACH SERVICES: Early childhood educators serving children, age 3 to 6 years, and their families in local education agencies; private preschool programs incorporating children with disabilities; and teachers and administrators of educational agencies.
OUTREACH SERVICES: The project will provide inservice training in the Data-Based Classroom Model to early childhood program staff. Training includes a five-day session at the Teaching Research Child Center's integrated preschool classroom, with small group seminars and structured practicum experiences. Trainees' performances will be videotaped to provide feedback. Follow-up visits to replication sites will be made 6 and 12 weeks after training to measure maintenance of specific skills, assist in implementation of model components, and provide technical assistance. Advanced training will be provided to replication sites to serve as satellite centers for training others. Selected sites will be further developed to provide specialized training to Native American and Alaska Native personnel in rural areas.
DIRECT SERVICE MODEL: The Data Based Classroom Model serves handicapped children, age 3 to 6 years, in a completely integrated setting. Model components include a student assessment approach, a data collection system, individual and group instructional formats suited to integrated settings, a task-analyzed curriculum, volunteer recruitment and training strategies, and family involvement.

Evaluation and Programming System Outreach Training Project

Outreach Project--National
Directors: Diane Bricker & Juliann Cripe
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

Funding Period: 1988-91
Phone: (503) 345-5456

TARGET FOR OUTREACH SERVICES: Early childhood interventionists working in home- or center-based settings with children, birth to age 6, who have or are at risk for handicaps.
OUTREACH SERVICES: The project will conduct a needs assessment survey for each site. Training will be individually tailored around three areas: 1) linking assessment, intervention, and evaluation; 2) activity-based intervention; and 3) family-focused intervention. Training opportunities will include an two-day inservice training workshop, offering a variety of formats to enhance mastery (e.g., large group presentation, small group participation, directed videotaped assessment practice) and a two-day, on-site follow-up visit to provide technical assistance on implementation of the linked system. Selected participants will receive detailed training note-books with informational outlines and transparencies for training other staff members.
DIRECT SERVICE MODEL: The model features a linked system of assessment, intervention, and evaluation based on the Evaluation and Programming Systems (EPS), a criterion-referenced assessment instrument. The system provides for developmental assessment, individual program planning, monitoring, and evaluation, augmented by parent and computer components. Intervention in family-focused and takes an ecological approach to strategies for imbedding instructional goals and objectives into daily caregiving and play routines and classroom activities.

LEAP Outreach

Outreach Project--National
Director: Phil Strain
Fiscal Agency: Western Psychiatric Clinic (Pittsburgh, PA)

Funding Period: 1988-91
Phone: (412) 462-2903

TARGET FOR OUTREACH SERVICES: Teachers and staff of preschool programs in public schools, Head Start, university-based programs, and other agencies.
OUTREACH SERVICES: Model components include replication site selection, needs assessment, orientation, training, ongoing support, and evaluation. Participants will observe the LEAP model classroom, view videotapes of parent training sessions, and complete directed observation assignments during orientation. Training will consist of discussion and demonstration of skill areas, *in vivo* practice, evaluation of trainee competency, training of on-site supervisor to support replication staff, and follow-up training/maintenance checks on a 3-month basis. Training addresses classroom organization and management, TRIIC for Mainstreaming Curriculum, integration, use of volunteers, evaluation, supervision, and parent training.
DIRECT SERVICE MODEL: Learning Experiences...An Alternative Program for Preschoolers and Parents (LEAP) is designed to meet the educational needs of autistic-like and normally developing children, age 2 to 5 years, within an integrated classroom. Program components include referral and screening, classroom instruction, parent involvement and training, and planning for future educational placement. Parents participate in a training program designed to teach more effective skills for working with their children in school, home, and community environments. LEAP also offers consultative services to parents from physicians, child development specialists, and mental health personnel.

CDR Outreach: A National Model Replication Project

Outreach Project--National
Director: Corinne Garland
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)

Funding Period: 1988-91
Phone: (804) 565-0303

TARGET FOR OUTREACH SERVICES: Community-based early intervention programs in four to six states each year.

OUTREACH SERVICES: The project provides model replication training to local or regional early intervention programs, in coordination with lead agencies for P.L. 99-457 and Interagency Coordinating Councils. A five-step procedural framework governs project activities: 1) awareness and site selection, 2) needs assessment, 3) planning, 4) training and technical assistance, and 5) evaluation and follow-up. Outreach services may include observation, extended internship at the model demonstration site, or training at the replication site. Technical assistance options include on-site consultations, telephone consultations, materials loan, and/or referral to other resources.

DIRECT SERVICE MODEL: The Early Intervention Team Model is designed to meet the needs of handicapped and developmentally delayed infants by enhancing the family's skills and coping resources to maximize their child's development and ability to function within normalized settings. Model components include child find, a comprehensive interagency system for locating young children; program development, a system for developing policies and procedures; team process for interaction among team members; and clinical consultation, a process for integrating health and medical information into individual program plans. The model uses team assessment, individualized child and family plans, and case management as service strategies.

Interdisciplinary-Interagency Training and Technical Assistance

Outreach Project--State
Director: Judy Howard
Fiscal Agency: Department of Pediatrics, University of California (Los Angeles, CA)

Funding Period: 1988-91
Phone: (213) 825-4622

TARGET FOR OUTREACH SERVICES: Level I: public health nurses, child protection ser-vices workers, substance abuse counselors, and early childhood educators. Level II: community-based health care, social service, and education professionals; administrators; policymakers; and graduate students in education, medicine, nursing, social work, psychology, and law. Level III: state agency personnel.
OUTREACH SERVICES: Training focuses on the medical, developmental and psychosocial characteristics of infants prenatally exposed to drugs; family needs; intervention strategies; interdisciplinary/interagency collaboration in care planning and management; and evaluating child and family progress. Level I training offers a two-day workshop and consultations tailored to local concerns and service delivery characteristics. Level II training promotes professional and community awareness through workshops, conferences, seminars, observation of the model program, and audiovisual materials. Level III training emphasizes data collection and consultation to assist state agencies in developing a coordinated plan of service delivery.
DIRECT SERVICE MODEL: The direct service model takes an ecological approach to the needs of infants prenatally exposed to drugs, the dynamics of the family, the needs of substance-abusing parents, and the roles of community agencies and service systems. The model promotes a stable and responsive environment for infants and continuity of health care, and addresses training to parents, foster parents, and extended families about fetal and infant development and health needs.

Project CHAMP

Outreach Project--State
Director: Cindy Bernheimer
Fiscal Agency: UCLA School of Medicine (Los Angeles, CA)

Funding Period: 1988-91
Phone: (213) 206-3981

TARGET FOR OUTREACH SERVICES: Professionals from a variety of agencies who are engaged in or training for delivery of health, education, or social support services to chronically ill young children and their families; program development; or policy development.
OUTREACH SERVICES: The goals of the outreach project are to promote understanding of the psychosocial needs of chronically ill children and their families; to demonstrate an interdisciplinary approach to services and the development of an Individualized Family Service Plan; and to work with local and state agencies to develop effective service delivery systems. Outreach activities include full-day workshops, professional conferences, pediatric grand rounds, ward rounds, small group consultations, conferences with state agencies, mini-workshops, and intensive student placement. Training features collaboration among medical specialties and other nonmedical service providers. The project also focuses on collaboration with state and local agencies with the expectation of participating in policy evolution.
DIRECT SERVICE MODEL: The project has developed a comprehensive, multidisciplinary, family-centered approach that utilizes existing community programs to prepare the chronically ill child for normal settings. Children served have normal cognitive and affective potential.

KEEPSAFE Project Outreach Services

Outreach Project--State
Director: Ruth S. Kempe
Fiscal Agency: Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, University of Colorado (Denver, CO)

Funding Period: 1988-91
Phone: (303) 321-3963

TARGET FOR OUTREACH SERVICES: Preschool, day care, and elementary school personnel, as well as social service case workers and foster parents.
OUTREACH SERVICES: KEEPSAFE offers training and technical assistance to professionals serving abused and neglected children and their families and to community personnel in a variety of agencies. The project's curriculum is available on four basic levels (from awareness training to program development with ongoing consultation), and addresses such issues as treatment strategies, child abuse and the law, prevention, children in foster care, establishing a "safe" classroom environment, dynamics of the dysfunctional family, and service coordination. Training is adaptable to the needs and levels of expertise of individual outreach sites. Other services include consultation, referral, networking, and product development.
DIRECT SERVICE MODEL: The Kempe Therapeutic Preschool is based on a psychoeducational model, individualized to meet the needs of abused children. The preschool serves children, age 3 to 6 years, who require a day treatment setting to manage behaviors and developmental delays resulting from childhood maltreatment. Child psychiatric services are provided in a preschool environment five half-days per week. Services offered include comprehensive child and family evaluation; classroom programming, group, individual, and family treatment; and interagency staffing and coordination.

Developmentally Appropriate Environments for 0-5 Handicapped Children

Outreach Project--State
Director: Lois Rho
Fiscal Agency: Stephen August Early Intervention Center (Cheshire, CT)

Funding Period: 1988-91
Phone: (203) 272-3577

TARGET FOR OUTREACH SERVICES: Professionals in a variety of settings (such as special education, mental health, day care, and Head Start) who work with children, birth to age 5 years, who have handicaps.
OUTREACH SERVICES: Planning of developmentally appropriate environments requires knowledge of the physical and functional aspects of environments, equipment characteristics, and the principles of selection and arrangement of learning materials to foster developmentally appropriate play. Project activities will focus on these issues through weekly guided observations; workshops individualized to particular groups of service providers, ages and handicapping conditions of children served, and program conditions; and week-long training sessions on planning developmentally appropriate environments, with on-site follow-up visits.
DIRECT SERVICE MODEL: The Cheshire Early Intervention Program is a transdisciplinary, noncategorical program offering diagnostic and programmatic services to children, birth to age 5 years, who have moderate to severe handicaps or are environmentally at risk for developmental delays or school problems. Program options depend on the child's age and ability to sustain purposeful play, and on parents' needs. The program is center-based, but contains options for home-based services. Parents spend time in center classroom activities with their child, and in meetings with other parents and staff.

PREP (Parsons Regional Early Education Program/Outreach)

Outreach Project--State
Director: Lee Snyder-McLean
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

Funding Period: 1988-91
Phone: (316) 421-6550 X 1775

TARGET FOR OUTREACH SERVICES: Statewide early intervention programs.
OUTREACH SERVICES: The project is conducting a statewide early childhood needs survey in conjunction with the state Department of Education, Department of Health and Environment, and the Kansas Coordinating Council for Early Childhood Developmental Services to identify needs for staff training and program development. The project will determine which training needs can be met through PREP outreach activities and will provide linkage to appropriate resources or programs to meet other needs. Staff training in model replication will be provided at 30 sites through on-site workshops with follow-up consultations and newsletters. The project will collect data to evaluate the impact of outreach services on participating children, parents, and staff, and ultimately on the quality of early intervention services throughout the state.
DIRECT SERVICE MODEL: The PREP service program currently is operated by a regional education agency and serves handicapped children, birth to age 5 years, in a rural community in southeastern Kansas. Components include a) a multidimensional curriculum, including a Generic Skills Inventory and Curriculum Guide and a companion Specific Skills Inventory and Curriculum Guide; b) a Home Carryover package; c) Joint Action Routines, an interactive treatment procedure that can be used in center- and home-based programming; d) a Range of Services Delivery model, designed to meet service demands in a rural area with limited resources; and e) a PREP Program Manual, providing guidelines for program organization, use of instructional materials, data collection and utilization, and general teaching principles.

Project Dakota Outreach

Outreach Project--State
Director: Linda Kjerland
Fiscal Agency: Dakota, Inc. (Eagan, MN)

Funding Period: 1988-91
Phone: (612) 455-2335

TARGET FOR OUTREACH SERVICES: Local early intervention program staff and parents; interagency committees; and state-level policy makers, staff, and task forces.
OUTREACH SERVICES: The project will seek to establish family-centered, community-based early intervention policy and practices. Four types of activities are planned: 1) year-long training and technical assistance (including on-site consultations, demonstration of collaborative assessments and home/community visits, facilitated team meetings, and presentations) to a limited number of target programs to assist them in the development of mission statement, goals, operating principles, practices, and program evaluation consistent with Project Dakota; 2) consultations and presentations to parents, professionals, interagency groups, and local, regional, and state groups; 3) product development and dissemination, including a birth-to-three program development manual and video; and 4) assistance to state agencies on development of guidelines, standards, and quality indicators.
DIRECT SERVICE MODEL: The model employs a family-centered and community-based approach to early intervention that is responsive to the concerns, priorities, and preferences of the family. Interventions are collaboratively planned and incorporate family, staff and community resources to facilitate the child's functioning in typical settings such as family day care, playgrounds, and nursery school. The program monitors parent satisfaction with services and evaluates staff responsiveness to and collaboration with families.

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Preschool Integration Through Technology Systems (PITTS)

Outreach Project--State
Director (acting): Susan Mistrett
Fiscal Agency: UCPA of Western New York (Buffalo, NY)

Funding Period: 1988-91
Phone: (716) 633-4448

TARGET FOR OUTREACH SERVICES: Educators, therapists, professional trainers, school administrators, and parents interested in providing mainstreamed preschool experiences for physically handicapped or language-impaired young children.
OUTREACH SERVICES: The project will develop, implement, and evaluate a multi-disciplinary trainer of trainers model to replicate the direct service model. Participants will acquire competencies in three areas: 1) social and school survival skills; 2) use of technology to maximize the capabilities of children with physical handicaps or severe speech-language impair-ments; and 3) teaching parents to be more effective advocates concerning mainstreaming and technology. Training includes a three-day intensive workshop with hands-on computer activities and follow-up activities, such as on-site visits, information updates, telephone consultations, networking through teleconferencing, discussion groups, newsletter, and conferences.
DIRECT SERVICE MODEL: The Special Friends and Computers model has six elements: a) a social interaction curriculum and strategies, including use of computers and related technologies; b) integrated site selection; c) staff preparation; d) computer introduction; e) parent support; and f) policies and procedures for transition to public schools. The model uses the computer as a prosthetic tool to equalize play skills between handicapped and nonhandicapped preschoolers. Computer hardware is modified to meet the needs of children with physical handicaps. Children with motor or language impairments are paired with nonhandicapped peers for supervised practice.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project--State
Director: Carl Dunst
Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)

Funding Period: 1988-91
Phone: (704) 433-2865

TARGET FOR OUTREACH SERVICES: Teachers, administrators, and other staff from classroom-based programs providing services to at-risk and handicapped children, birth to age 5 years, and their families.
OUTREACH SERVICES: Outreach services include training, technical assistance (TA), consultations, and workshops. The project offers intensive on-site training and follow-up to staff of existing programs to improve services to handicapped infants and preschoolers, implement the model and develop resource/replication sites. Inservice training incorporates the use of criterion-referenced checklists and other environmental assessment tools. Group training opportunities are available through regional workshops, university programs, and an annual training institute.
DIRECT SERVICE MODEL: The SUNRISE classroom-based model offers integrated and individualized approaches that emphasize functionality, child engagement, and family empowerment. Project components fall into six categories: 1) Program Organization (management, supervision, staff training); 2) Environmental Organization (environmental arrangements, scheduling, transitions, activity planning); 3) Instructional Organization (IEP, IFSP, assessment and intervention planning); 4) Methods of Instruction (incidental teaching, response-contingent techniques, behavior management); 5) Program Evaluation; and 6) Philosophical Considerations (parent empowerment and participation, integration).

Project CAPABLE (Communities Assisting Parents to be ABLE)

Outreach Project--State
Director: Marilyn Espe-Sherwindt
Fiscal Agency: University Affiliated Cincinnati Center for Developmental Disorders (Cincinnati, OH)

Funding Period: 1988-91
Phone: (513) 559-4321

TARGET FOR OUTREACH SERVICES: Early intervention service delivery systems, local collaborative groups, and professionals serving children, birth to age 3 years, who are risk for developmental delay, and who have parents identified as/suspected of being mentally retarded.
OUTREACH SERVICES: Services for new or existing early intervention programs include: 1) training to increase awareness, knowledge, and skills of professionals and local collaborative groups regarding effective attitudes and techniques in providing services to families; 2) information regarding existing resources; 3) development of videotapes, manuals, and other materials to address unmet training needs; and 4) ongoing technical assistance. A training-of-trainers model will be used to establish a network of resource "teams" throughout the state.
DIRECT SERVICE MODEL: The service model provides comprehensive early intervention services for children, birth to age 3 years, who are at risk for developmental delay and who have parents identified as/suspected of being mentally retarded. The model emphasizes building partnerships with the families, identifying realistic expectations, promoting competence and independence, and collaboration and service coordination. The training model for professionals focuses on examining attitudes, expectations, and appropriate intervention and evaluation techniques for working effectively with parents who are mentally retarded.

Tennessee Outreach Training (TOT) Project

Outreach Project--State
Director: Steven Warren
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

Funding Period: 1988-91
Phone: (615) 322-8277

TARGET FOR OUTREACH SERVICES: Programs which are supported by the Departments of Education, Health and Environment, Mental Health/Mental Retardation, and Head Start, and which provide center-based and/or home-based services to children up to age 4 years who have varying kinds and degrees of handicaps.
OUTREACH SERVICES: Outreach services are tailored to individual programs to allow for different levels of involvement, and include conference presentations, telephone consultations, program self-evaluation, on-site technical assistance, site visits, and inservice training. Programs wishing to establish a "Reciprocal Technical Assistance and Training Network" in their geographic locale will receive project assistance through initial scheduling, workshops, program site exchanges, and information dissemination.
DIRECT SERVICE MODEL: The "Best Practices" model has six components: 1) curriculum programming approach, targeting skills that enhance the child's ability to interact with the environment, and encouraging generalization and maintenance of skills; 2) organization of the learning environment, including arrangement of space, selection of materials, organization of training, and monitoring of child progress; 3) social interaction skill training; 4) optimal use of related support services, including coordination and case management; 5) family involvement in planning and delivery of services; and 6) transition services. Each component is supported by competency-based training modules.

Integrated Outreach for Utah Project

Outreach Project--State
Director: Sarah Rule
Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)

Funding Period: 1988-91
Phone: (801) 750-1987

TARGET FOR OUTREACH SERVICES: Local program staff from a variety of disciplines who provide services to preschool children, age 3 to 5 years, with handicaps; and local agency personnel who are selected to be trained as trainers.
OUTREACH SERVICES: Training will follow a cyclical service approach, beginning with a two-stage phase of planning and negotiation with local districts and development of individual training plans. Multidisciplinary teams from targeted districts will attend workshops and receive follow-up training and monitoring throughout the school year. The project also will train local district trainers and assist other districts in applying for training funds.
DIRECT SERVICE MODEL: Curricula and training materials that comprise the service model were developed by four model programs: Social Integration Project, Multi-Agency Project for Preschoolers (MAPPS), Functional Mainstreaming for Success, and Preschool Transition Project. All four use interdisciplinary teams to deliver services to preschoolers with handicaps in the least restrictive environment, but differ as to approach (e.g., reverse mainstreaming vs. integration into existing community-based services vs. use of peer tutors) as well as type of handicapping conditions addressed. The continuum of curricula and training procedures of the four models combined will allow local districts to select those which best meet local needs and resources.

Project TEEM (Transition into Elementary Education Mainstream) Outreach

Outreach Project--State
Director: Wayne Fox
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

Funding Period: 1988-91
Phone: (802) 656-4031

TARGET FOR OUTREACH SERVICES: Early childhood special education program staff, regular and special educators, school administrators, physical and occupational therapists, speech pathologists, and school nurses.
OUTREACH SERVICES: TEEM Outreach will establish a statewide dissemination, training, and technical assistance system which includes six interdependent components: an advisory council; a network of demonstration and training sites; intensive inservice training institutes; regional technical assistance; a dissemination process; and an evaluation system. Model sites will be established in six regions in Vermont to allow for individualized training in model replication and ongoing technical assistance. Week-long intensive, inservice training institutes will be available to school districts interested in model replication.
DIRECT SERVICE MODEL: The TEEM model offers school systems a process for successful transition of young children with handicaps from early childhood programs into kindergarten classes and the public school mainstream. The model has six steps: 1) establishing the planning team; 2) involving the child's family; 3) preparing child and placement school prior to transition; 4) planning the child's social and educational integration; 5) monitoring and supporting the child's placement; and 6) planning future transitions. The model also includes guidelines for systems developing a transition process.

CDR Outreach: A Capital Project

Outreach Project--State
Director: Corinne Garland
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)
Funding Period: 1988-91
Phone: (804) 565-0303

TARGET FOR OUTREACH SERVICES: Community-based early intervention programs in the District of Columbia.
OUTREACH SERVICES: The project will focus on three areas: 1) coordination with District agencies to improve the quality of early intervention services; 2) training and technical assistance to community-based programs, leading to replication of the CDR model on its components; and 3) training of selected programs to serve as model demonstration and training sites. A five-step procedural framework governs project activities: awareness and site selection; needs assessment; planning; training; and evaluation. Training will be individually tailored, and may include observation of the model site, training/internships at the model site, and training at the replication site. Where appropriate, group training opportunities will be offered.
DIRECT SERVICE MODEL: The CDR Early Intervention Team Model enhance the skills and coping resources of families with infants and toddlers who are developmentally delayed or handicapped, in order to maximize the child's development. The model has four replicable components: 1) a comprehensive interagency child find system which involves health professionals in early referral and case management, provides community awareness, and develops interagency referral and collaborative service agreements; 2) a system of program development; 3) team process for assessment, IFSP development, and case management; and 4) clinical consultation, integrating specialized health and medical information into individualized programming.

Hampton University Mainstreaming Outreach Services (HUMOS)

Outreach Project--State
Director: Marie Shelton
Fiscal Agency: Hampton University (Hampton, VA)
Funding Period: 1988-91
Phone: (804) 727-5533

TARGET FOR OUTREACH SERVICES: Local school districts, Head Start programs, social service and community agencies, day care centers, and pediatricians.
OUTREACH SERVICES: The project will assist schools, community agencies, and other organizations in developing programs to integrate handicapped children, birth to age 8 years, from diverse cultural backgrounds into regular classrooms and community programs. Major components of the project include child find, preparation for and implementation of mainstreaming, individualized parent involvement, and agency working agreements. Training and information services are provided through workshops, conference presentations, on-site and telephone consultations, model tours, college classes, and resource materials. Training can be tailored to meet individual program or agency needs.
DIRECT SERVICE MODEL: The Hampton University Mainstreaming model integrates children, age 23 months to 6 years, who have significant developmental delays into nursery, preschool, and kindergarten classes with nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into daily classroom routines. The mainstreaming resource teacher serves as a model in the classroom and helps facilitate transition. Parents participate according to individual needs and interests. Products include training and awareness materials dealing with mainstreaming, cultural diversity, transition, collaboration, and social interaction assessment.

Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers: Individual and Comparative Analysis

Research on Early Childhood Program Features — Funding Period: 1987-91
Principal Investigator: Phil Strain — Telephone: (412) 624-2012
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

PURPOSE: To refine and compare the effects of specific social skill interventions on young children with handicaps.
METHOD: Subjects of the study will be children age 3 to 5 years who are autistic, mildly to severely retarded, or multihandicapped. Interventions selected for study include manipulating and selecting toys, materials, and instructional antecedents; training peer intervention agents; and arranging group-oriented contingencies. The combined and separate effects of refined interventions will be assessed by comparative outcome studies focusing on effectiveness, efficiency, cost and generality across subjects and settings, and social validity. During year two four studies will be conducted: a) an examination of social interaction features to determine the most powerful features for future studies; b) examination of the effects of sociodramatic role-training and peer-initiation intervention on generalization among handicapped children and their peer trainers; c) an investigation of developing peer-supportive environments; and d) an investigation of develop-ing a hierarchy of supportive peer responses. Validation and dissemination activities also will be conducted.

Early Education Research

Research on Early Childhood Program Features — Funding Period: 1987-91
Principal Investigator: Ann Kaiser — Telephone: (615) 352-7479
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

PURPOSE: To investigate the effects of three program components on language use by young children with mild to severe handicapping conditions.
METHOD: The project will address three objectives: a) a comparison of three methods (didactic, interactive, and milieu teaching) to determine empirically the most effective methods for teaching language skills in small groups, in across-the-day language facilitation, and in parent-implemented teaching programs; b) a comparison of the effects of individualized small group teaching, across-the-day language facilitation, and parent-based training when applied singly and in combinations; and c) a comparison of the immediate and longitudinal effects of two optimal treatment packages and one current practices (control group) package. Year 2 studies will compare the relative effectiveness of milieu and responsive-interactive teaching when implemented across-the-day in six preschool classrooms; and the effects of two intervention models when implemented by parents enrolled in a parent training program. Subjects include 64 children, age 2 to 6 years; 6 teachers, and 16 parents.

Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features

Research on Early Childhood Program Features — Funding Period: 1987-91
Principal Investigator: Samuel Odom — Telephone: (615) 322-2249
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

PURPOSE: To design and test early childhood program features that promote social interaction development and skills for young children with handicaps.
METHOD: Investigators at two institutions will describe existing practices in the field; develop new instruments and procedures for a performance-based assessment of social competence; design three socially valid program features for promoting development of social interaction skills; determine the effects of implementing different combinations of program features with different types of children; analyze the costs of intervention; and examine the effects of the next environment on maintenance and generalization of gains made by children. During year 2 the project will conduct three single-subject design studies to compare the most powerful combina-tion of treatment components of environmental arrangement, peer-group, and child-specific interventions. The project also will conduct an evaluation of the inservice education model for implementing Social Interaction Program Features with a group of 24 preschool special education teachers.

Kansas Early Childhood Research Institute

Research Institute
Principal Investigators: Mabel Rice & Marion O'Brien
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1988-93
Telephone: (913) 864-4801

PURPOSE: To study the impact of transitions from one service setting to another on children, birth to age 8 years, who have or are at risk for handicaps, and their families; to identify the emotional/psychological as well as medical and educational needs and concerns of children, families, and service providers during transition; to determine what factors account for successful transitions; to design and evaluate interventions to ease transitions; and to disseminate materials that will help in planning and implementing transitions.
ACTIVITIES: The Institute comprises 11 projects and an overarching longitudinal study, with a cross-disciplinary emphasis. The projects will examine transitions from hospital to home, between home and various agencies during infancy, and from home and agency to preschool, kindergarten, and elementary school (including transitions between classrooms) from the perspectives of the child, the family , and the service provider. The longitudinal study will create an archival data base and identify variables (from demographics, child, family, and service measures) that predict successful transitions. Children studied show a wide range of disabilities and risk conditions, from language impairment to severe multiple handicaps. Graduate student trainees will participate in multidisciplinary research and intervention activities. Planned products include training manuals, videotapes, and curricula.

National Collaborative Research Institute for Early Childhood Intervention

Research Institute
Principal Investigator: Heidelise Als
Fiscal Agency: The Children's Hospital Corporation (Boston, MA)

Funding Period: 1989-94
Telephone: (617) 735-8249

PURPOSE: To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the neonatal intensive care unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.
ACTIVITIES: The Institute will examine the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Neonatal Individualized Developmental Care and Assessment Program (NIDCAP). The Institute's program of study provides for the study of a continuum of support and intervention for infants and families during hospitalization and at discharge and integration into the community, and linking of services in the NICU with services after discharge, to ensure coordinated, individualized transition between hospital, home, and community care. Intervention is family-focused and preventive, and is geared to infants at biological risk before clinical signs of developmental delay or other problems are in evidence. The organizational structures necessary for the successful implementation of family-focused developmentally based preventive care will be studied. The Institute will provide comprehensive, regionally based training centers for graduate students and practicing professionals. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatalogy, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP)

Research Institute — Funding Period: 1987-92
Principal Investigator: Donald Bailey — Telephone: (919) 966-2932
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To examine the personnel implications of the early intervention mandate of P.L. 99-457, with attention to needs assessment, training focus, parent participation, follow-up strategies, and effectiveness evaluation.
ACTIVITIES: The Institute focuses on the issues associated with preparing professionals from many disciplines to work with infants and toddlers with handicaps, and their families. During Year 1, surveys of randomly selected preservice training programs were conducted in eight disciplines: special education, nursing, nutrition, occupational therapy, physical therapy, social work, and psychology. The surveys were designed to determine the status of training in issues relating to infants and families, such as family and infant assessment and intervention, case management, and interdisciplinary team func-tioning. The results of these surveys and a paper summarizing findings from all the surveys have been prepared for publication. Activities during Year 2 include presentation of a preservice interdisciplinary course on family issues related to the requirements of P.L. 99-457; comparison of follow-up activities of inservice training, in collaboration with the American Occupational Therapy Association (AOTA); examination of the use of case studies in both preservice and inservice training of early intervention personnel; and development and field-testing of an inservice training program on the IFSP.

Research Institute on Preschool Mainstreaming

Research Institute — Funding Period: 1989-94
Principal Investigators: Philip Strain & Michael Guralnick — Telephone: (412) 624-2088
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

PURPOSE: To address the challenges and barriers to preschool integrated service delivery, including: 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects of integration; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with handicaps; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.
ACTIVITIES: The Institute, a collaborative effort of the University of Pittsburgh, the University of Washington, and the University of Kentucky, will create an organizational structure to address issues of curriculum modification and validation; peer friendship and parental concerns; longitudinal outcomes for all integration participants, including self-management to improve mainstream success; and policy analysis and development . These goals will be accomplished with the cooperation of a variety of organizations, including the Council for Exceptional Children, the National Association of State Directors of Special Education (NASDSE), and Head Start. Training will be provided for up to 15 graduate students per year. Planned products and dissemination activities include specialized intervention manuals, a *Curriculum Activities Adaptations Manual*, an *Administrator's Manual on Preschool Integration*, a *Manual on Peer Relations and Friendship*, conference presentations, "how-to" workshops, journal articles, book chapters, and radio, television, and newspaper features.

Early Intervention Research Institute

Research Institute — Funding Period: 1985-90
Principal Investigators: Glendon Casto & Richard Roberts — Telephone: (801) 750-1172
Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)

PURPOSE: To examine the costs and immediate and long-term effects of early intervention; to develop and pilot-test a data collection/evaluation system, which can be used on a nationwide basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of the intervention; and to demonstrate the feasibility of field-based research which utilizes randomized designs, impartial data collection, economic evaluation, and verification of treatment implementation.

ACTIVITIES: The Institute is conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been assigned randomly to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely handicapped) have been included in the studies. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning, including videotapes as well as more standard measures.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center — Funding Period: 1987-91
Principal Investigator: Pascal Trohanis — Telephone: (919) 962-2001
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (Chapel Hill, NC)

PURPOSE: To assist states and designated jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families; and to provide technical assistance to projects in the Handicapped Children's Early Education Program (HCEEP).

ACTIVITIES: NEC*TAS has three goals: 1) to help community agencies and other entities develop their capacity to provide high-quality comprehensive services for children with special needs and their families; 2) to help states and designated jurisdictions develop and implement policies and practices that will improve and expand services; and 3) to facilitate the national exchange of information. Technical assistance is provided through on-site visits, group meetings, resource referral, consultations, telecommunication linkages, print products, and a national conference. NEC*TAS draws on the expertise of multidisciplinary professionals and parents in providing nationwide technical assistance. The NEC*TAS system consists of the coordinating office, located at the University of North Carolina at Chapel Hill; an Advisory Group of nationally recognized professionals; and five collaborators: Georgetown University Child Development Center, the National Association of State Directors of Special Education (NASDSE), the National Center for Clinical Infant Programs (NCCIP), the National Network of Parent Centers, and University of Hawaii Department of Special Education.

Project Interact: Social Skills Intervention to Promote Social Integration of Hearing-Impaired Children

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigator: Shirin Antia — Telephone:(602) 621-3214
Fiscal Agency: College of Education, University of Arizona (Tucson, AZ)

PURPOSE: To examine the effectiveness of a social skills intervention program on the positive peer interaction of hearing and hearing-impaired children, age 3 to 6 years, in integrated educational settings.
METHOD: The project will conduct an intervention program to increase positive peer inter-action between hearing and hearing-impaired children; to examine generalization of interaction gains to a free play setting; to examine long-term maintenance of peer interaction gains; and to examine the impact of language development on hearing-impaired children. Social interaction during free play sessions will be videotaped, and data on positive and negative linguistic and nonlinguistic peer interaction will be recorded and analyzed. The project will develop a training manual and videotape.

Regular Class Instructional Delivery Options for Social Skills Training of Young Mainstreamed Handicapped Students as a Function of School Effectiveness Indicators

School Practices Grant — Funding Period: 1988-90
Principal Investigator: Larry Schram — Telephone:(619) 588-3053
Fiscal Agency: Cajon Valley Union School District (El Cajon, CA)

PURPOSE: To evaluate the impact of effective school quality indicators on educational outcomes for young handicapped learners; to compare teaching specific social skills (such as assisting others, or sharing) to teaching general social problem-solving strategies (such as problem identification, or generating possible outcomes); and to compare the use of special education teachers to deliver specific/general social skills training in the general classroom, to the use of general education teachers to deliver specialized instruction to handicapped students in their classes.
METHOD: Subjects for the study include 120 children with learning disabilities, kindergarten through grade 3, and approximately 16 special and general education teachers in the El Cajon Valley school district. The project will investigate the effects of integrating the intervention components on schools, teachers, and students, and will provide an empirical test of four different and widely used practices which are the basis of least restrictive environment.

Effectiveness of a Continuity of Intervention Model for Chronically Ill Infants

Field-Initiated Research Grant
Principal Investigator: Kathy Katz
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1987-90
Telephone: (202) 687-8784

PURPOSE: To evaluate the effectiveness of a model intervention program that provides close collaboration of medical, educational, and related services personnel to improve the psychological outcome of chronically ill infants, and offers continuity in educational intervention.
METHOD: The intervention model provides an educational intervention program that is integrated with the infant's medical management program. The intervention team assists the child and family during the transition to home care through home- and center-based components and during any subsequent hospitalization the infant may require. These features are expected to reduce the length of stay in the intensive care nursery; improve parental skills for coping with stress; enhance parent-child interaction; promote the parent as the primary caregiver; reduce hospitalization; promote healthy family interactions; and enhance the cognitive, psychomotor, and psychosocial development of chronically ill infants.

Antecedents of Language Competence and Social-Emotional Adjustments of Young Deaf Children

Field-Initiated Research Grant
Principal Investigator: Amy Lederburg
Fiscal Agency: Georgia State University (Atlanta, GA)

Funding Period: 1987-90
Telephone: (405) 651-2582

PURPOSE: To investigate the hypothesis that the communication problems which exist between young deaf children and their hearing mothers cause problems in mother-child relationships which, in turn, affect the development of the child's language and social abilities.
METHOD: The project will study 41 hearing-impaired children and 50 matched hearing children, who will be followed longitudinally from age 18 months to 4 years. The relationships of mothers of hearing-impaired children will be compared to those of mothers of hearing children. Interactions will be videotaped and analyzed. Individual differences in the mother-child relationship will be related to the ability of the mother and child to communicate with each other. Social and communicative characteristics of the mother-child relationship will be related to the child's subsequent language and social development. Information gained from the study is expected to be useful in designing objectives for new parent-infant intervention programs.

Evaluation of the Impact Upon Families and Handicapped Infants of a Program of Incentives to Encourage Utilization of Early Intervention Services by Inner City Minority

Field-Initiated Research Grant
Principal Investigator: Richard Brinker
Fiscal Agency: University of Illinois (Chicago, IL)

Funding Period: 1988-91
Telephone: (312) 413-1563

PURPOSE: To evaluate the extent to which a system of incentives which provides concrete support to low-income families with handicapped infants can increase family participation in early intervention services, by identifying individual stresses and needs of families which create barriers to their utilization of services.
METHOD: The experimental condition, which derives from a strategic family therapy model, will offer incentives to parents. Incentives counseling includes long-term goals of housing, furniture, employment, and adult continuing education. Through community resource sharing and agency networking, families are assisted in achieving these objectives. Weekly incentives may include - but are not limited to - food, transportation to program, respite, and motivational counseling. Over time, incentives will be faded to determine whether early intervention becomes motivating in its own right. The incentives programs will be compared against a control condition where incentives are not involved. Measures provided by mothers and infants will be administered, and analysis of co-variance will be conducted.

Validation of a Classroom Survival Skills Intervention Package: Measuring Short- and Long-Term Effects on Young Children with Handicaps

School Practices Grant
Principal Investigator: Judith Carta
Fiscal Agency: University of Kansas (Kansas City, KS)

Funding Period: 1988-91
Telephone: (913) 321-3143

PURPOSE: To validate the short- and long-term effectiveness of an intervention package designed to improve school survival skills for children in transition from special preschool to public school settings.
METHOD: The intervention package targets three skill areas that are considered critical for successful functioning in general education classrooms: ability to participate in group activities, ability to make the transition between activities, and ability to work independently on assigned tasks. Subjects include two randomly selected cohorts (72 children each) covering a range of handicapping conditions, mild to moderate. Cohort 1 follows preschool children from age 4 years; Cohort 2 follows kindergarten children from age 5 years. The project will conduct seven studies using complementary designs: a) multiple baseline single-subject designs to explore the combined effects of the intervention package; b) experimental control group design to examine the generalization and maintenance of survival skills in subsequent years and placements; and c) process-product design to examine the relationships between strength and quality of intervention, changes in classroom ecology, teacher behavior, student behavior, and student outcome measures.

Group Errorless Teaching Strategies: An Analysis of Generalization and Efficiency

Field-Initiated Research Grant
Principal Investigators: David Gast & Mark Wolery
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90
Telephone: (606) 257-4269

PURPOSE: To investigate the effectiveness and efficiency of two errorless learning procedures (system of least prompts and time delay) with children with handicaps; and to assess the efficiency of these strategies in terms of learning skills not specifically targeted for instruction.
METHOD: Subjects include students with mild to moderate learning disabilities in preschool programs, and in elementary, middle, and secondary school. During Years 1 and 2, the project conducted 8 studies to evaluate the effectiveness and efficiency of system of least prompts and time delay strategies in teaching functional skills in group settings. Special attention was paid to observational learning (learning information taught to other group members), incidental learning (learning information not targeted specifically for instruction), learning rules (application of rules to novel but related stimuli), and sessions, trials, errors, and direct instruction time to criterion. Researchers found the time delay procedure to be more efficient and as effective as/more effective than the system of least prompts in teaching discrete and response chain tasks. During Year 3, the project will compare different ways in which to facilitate observational and incidental learning using time delay strategies. Single subject research methods employed include multiple probe design, adapted alternate treatments design, and parallel treatments design. The project will develop two manuals and instructional modules.

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)

Field-Initiated Research Grant
Principal Investigator: Mark Wolery
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1989-92
Telephone: (606) 257-4269

PURPOSE: To evaluate acquisition and generalization of non-target behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.
METHOD: Subjects are students with mild and moderate handicaps in public school classrooms or community-based settings. Research will employ single subject designs, specifically the multiple probe design and the parallel treatments design. The behaviors taught will come from the objectives identified on the students' Individualized Educational Programs. Four studies will focus on attending cues/responses (e.g., when students are learning to read sight words and are asked to name the letters in the word prior to reading it to demonstrate that they are attending, will they learn to spell the word without specific spelling instructions?). Four studies will focus on feedback for responding (e.g., when students are learning to name objects, will information presented in the feedback statement allow them to classify these objects by their function or some other relevant variable?). These two manipulations will be compared in four studies during Year 3. The project will develop two manuals and an instructional module that describe how to use (a) antecedent events to facilitate acquisition of related, non-target behaviors, and (b) consequent events to facilitate acquisition of elated, non-target behaviors.

Project SAFE (Safe Activities for Future Environments)

Field-Initiated Research Grant — Funding Period: 1989-92
Principal Investigators: David Gast & Mark Wolery — Telephone: (606) 257-4269
Fiscal Agency: University of Kentucky (Lexington, KY)

PURPOSE: To study ways of facilitating independent functioning for students with moderate and severe handicaps by preparing students to respond appropriately to dangerous situations.
METHOD: Subjects will be students with moderate to severe mental retardation who are being served in integrated public schools. The project will conduct six studies (two each year) that teach students to identify potentially dangerous social encounters and respond appropriately; and six studies (two each year) that teach students to identify potentially dangerous situations and respond to emergencies while performing functional, chronologically age-appropriate activities. Students' families will assist in identifying dangerous situations that are of concern to them and in evaluating the outcome. Safety skills will be taught within the context of an activity training model in which exemplars are selected through a general case approach. To minimize the potential for harm during teaching, errorless learning procedures (e.g., time delay) and simulations will be used. Generalization of skills will be assessed regularly, and these results will be used to determine the effectiveness of the instruction. The project will develop two manuals for families and professionals on teaching students to respond safely to dangerous situations or emergencies; and an instructional modules for preservice and inservice trainers on ways to structure instruction of safety skill acquisitions and generalization.

A Longitudinal Study of Social Interaction in Young Handicapped Children

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigators: Joan Lieber & Paula Beckman — Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)

PURPOSE: To conduct a longitudinal study of the social development of young children with handicaps across multiple social contexts; and to develop an instrument that can be used to assess the social development of young children with handicaps within a number of different social environments.
METHOD: Sixty mildly to moderately handicapped children in two cohorts will be observed at four data points, with three different partners at each data point, to determine the influence of context on social skill development. Videotaped observations will be described, coded, and analyzed using both multivariate analyses of variance and cross-lagged correlations to determine the nature of the interactions between children with handicaps and their partners, the social messages communicated, changes in social behaviors over time, and other aspects of inter-personal relationships. The project will develop and validate a social skills assessment measure, to be accompanied by a teacher's manual.

Research in Education of the Handicapped

Field-Initiated Research Grant — Funding Period: 1987-90
Principal Investigator: Joy Frechtling — Telephone: (301) 279-3595
Fiscal Agency: Montgomery County Public Schools (Rockville, MD)

PURPOSE: To determine the relative effectiveness of preschool special education for children with different handicapping conditions, and the outcomes in early elementary school for children who have received special education as preschoolers.
METHOD: The project is an outgrowth of a series of studies conducted by the Montgomery County Public Schools to examine the efficacy of providing educational services to handicapped preschoolers. The current study will add to and use an existing data base of over 750 children with documented handicapping conditions varying in severity who have been pre- and post-tested at least once with a developmental inventory. The data base includes longitudinal data, data on a variety of handicapping conditions, information about the background and family characteristics of the children, and information about the type and quantity of special education services the children received. Data analysis will involve application of hierarchical linear models to the assessment of change in longitudinal data.

Project FULFILL (Framework for Uniting Learners by Facilitating Instruc-tion in Language and Literacy)

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Judith Zorfass — Telephone: (617) 969-7100
Fiscal Agency: Education Development Center (Newton, MA)

PURPOSE: To develop, test, and disseminate an instructional approach to building and improving the language/literacy skills, self esteem, and social integration of students with handicaps in primary grade classes, to help these students maintain their placement in the general education classroom.
METHOD: Subjects for the study include approximately 450 children in grades 1-3 across three schools, and 18 general education teachers. The project will investigate changes over time using a cohort-sequential design to examine teachers' acceptance and use of the instructional intervention strategies, students' perceptions, and the efficacy of the instructional intervention strategies. Students' language/literacy skills and processes, self esteem, and social integration will be measured repeatedly across time. FULFILL provides an instructional approach for students with language disorders in the general education classroom, which helps teachers assess students' strengths and weaknesses in language/literacy functioning.

Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory

Field-Initiated Research Grant — Funding Period: 1986-90
Principal Investigator: Samuel Meisels — Telephone: (313) 764-2443
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

PURPOSE: To standardize the Early Screening Inventory (ESI) on a large, nationally representative, English-speaking sample; to obtain normative data, as well as reliability and validity information, on the use of ESI with English- and Spanish-speaking children age 3 to 4 years; and to standardize the Spanish version of the ESI.
METHOD: The Early Screening Inventory (ESI) is a developmental screening instrument individually administered to children, age 4 to 6 years, to identify those who may need special education services in order to perform adequately in school. English-language standardization of the ESI will include 1440 children selected from four regions of the continental United States (Northeast, North Central, South, and West). The sample will be stratified by age, sex, race, head of household's education level, and urban or rural residence. Spanish-language standardi-zation will include 720 children selected evenly from three Hispanic-American groups: Puerto Rican, Mexican, and Cuban. The sample will be stratified by age, sex, and education level of head of household.

(Non)Verbal Behavior of Young Stutterers and Their Mothers

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigator: Edward Conture — Telephone: (315) 443-9648
Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

PURPOSE: To obtain objective information regarding the verbal and nonverbal behaviors of mothers and their young children, age 2 to 7 years, who stutter, during incidences of stuttering.
METHOD: Structured conversations between children who stutter and their mothers will be videotaped and analyzed to determine the number and nature of verbal and nonverbal behaviors of mother and child. These findings will be compared with similar observations of a control group of normally fluent children and their mothers. The project expects to develop presentations, articles, and a 20-minute training film depicting the results and examples of typical mother-child nonverbal behavior during stuttering.

Carolina Policy Studies Program

Policy Research Institute — Funding Period: 1987-92
Principal Investigator: James Gallagher — Telephone: (919) 962-7374
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To examine the process of policy development and implementation of P.L. 99-457 through descriptive and explanatory research studies; and to document successful implementation of specific areas of the legislation.
METHOD: The institute will use a multi-method approach to study the progress of implementation in individual states and factors within particular states that inhibit or enhance that effort. Activities will include studies of state development of coordinated data systems; definition and eligibility requirements adopted by states; ethical issues; staffing patterns and attrition in infant/toddler programs; interagency coordination; state policies for carrying out the Indivi-dualized Family Service Plan requirement; sources of financial support and mechanisms for fiscal utilization; and coordination between private health services and the public human services system. During Year 2, the institute is conducting case studies on implementation in states, and is sponsoring a series of working conferences on definition, finance, and personnel. States are charted on a developmental implementation scale with multiple elements, so as to provide a current portrait and a baseline for measuring future growth. The institute will train graduate students from a variety of disciplines in the research techniques of policy analysis and will provide opportunities for these students to participate in and conduct research.

Comparison of Same-Age and Mixed-Age Groupings in a Mainstreamed Preschool

Field-Initiated Research Grant — Funding Period: 1987-90
Principal Investigator: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To examine the age of peers as a factor influencing handicapped children's cognitive, social, and linguistic development in a mainstreamed preschool environment.
METHOD: The project will conduct a systematic, controlled, longitudinal investigation of the relative effects of same-age and mixed-age groupings on the development and behavior of both handicapped and nonhandicapped children in a mainstreamed day care center. Forty-eight children (16 handicapped and 32 nonhandicapped), age 15 to 50 months, will be assigned randomly to either same-age or mixed-age groups during their stay at the center. All children will receive the same curriculum and services. Developmental status, social behavior, and communicative behavior will be documented at 6-month intervals throughout the three years of the study. Follow-up assessments of children in kindergarten and first grade be will conducted to determine the long-term developmental and behavioral effects. As children move into kindergarten at age 4 years, new groups of one-year-olds will enter the subject pool making a total of 72 subjects at the end of three years.

Preteaching Strategy Research Proposal

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Thomas Stephens — Telephone: (614) 447-0844
Fiscal Agency: Ohio State University Research Foundation (Columbus, OH)

PURPOSE: To test the effects of a set of preteaching strategies on the achievement of young mildly handicapped and at-risk students in the general education classroom.
METHOD: Approximately 300 mildly handicapped and 400 at-risk students, kindergarten through grade 3, at four public schools will participate in a cross-sequential study. The intervention consists of a) teacher planning in identifying critical lesson concepts and procedures; b) development of questioning strategies and illustrations to assess students' prior knowledge; c) integration of student understanding of critical concepts within the context of the lesson; and d) assessment of student understanding of key concepts and procedures prior to lesson implementation. The efficacy of the intervention will be measured in terms of student achievement on standardized measures, curriculum-based assessment, and social integration. Time allocation measures will examine the effects of the intervention on time allocated to regular class instruction, as compared to additional support services. A four (schools) by three (grade levels) repeated measured functional design will be used to analyze the effects of the preteaching strategy on student achievement across handicapping conditions and grade levels. The goal is to provide instructional strategies that can be adapted across grade levels and content areas.

Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Phil Strain — Telephone: (412) 624-2012
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

PURPOSE: To validate a set of peer-mediated interventions to improve the academic, social, and school survival skills of handicapped students in general education classrooms, kindergarten through grade 3.
METHOD: Approximately 100 students will be randomly selected from the 375 mainstreamed children with handicaps in the Pittsburgh public schools. This sample will be stratified to obtain 50 children each in kindergarten and grade 1. Half of the children at each grade level will receive peer-mediated treatment in addition to their designated services. Repeated assessments of handicapped children and their peer agents will be made, including observations of academic, social, and school survival skills; observations of teachers' instructional interactions with children; observations of peer agents' implementation of interventions; weekly pre/post test scores on academic content areas; IEP progress reports; frequency of disciplinary actions; current level of mainstreaming; and teacher, parent, and child satisfaction measures.

Research on the Effect of Home Intervention for Families of Handicapped Children

Field-Initiated Research Grant
Principal Investigator: Thomas Clark
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 752-4601

PURPOSE: To provide research data on the effects of home-based intervention for hearing-impaired children and their families.
METHOD: The project has three research objectives: 1) to investigate the effects of various aspects of treatment, including amount, direction, and intensity, on the development of infants and young children with hearing impairments; 2) to investigate the relationship of specific identification procedures to age at which hearing loss is identified, time interval between suspicion of loss and confirmation, and time interval between confirmation of loss and educational placement; and 3) to describe the demographic features (e.g., deaf parent, rural vs. urban setting, existence of other handicaps) of hearing-impaired young children receiving home intervention and study the relationship of these features to child language achievement. Subjects will be drawn from 400 hearing-impaired infants and young children who are included in the SKI-HI database network.

An Etiological Study of Mothers and Their Young Children with Cerebral Palsy during Interactive Play

Student-Initiated Grant
Principal Investigator: Corinne Eisenhart
Fiscal Agency: University of Virginia (Charlottesville, VA)

Funding Period: 1989-90
Telephone: (804) 924-4557

PURPOSE: To develop a better understanding of the patterns of behavior between children with cerebral palsy and their mothers; to explore the decision-making process that mothers experience when they play with their special needs children; and to develop intervention strategies to enhance the mastery motivation of children with cerebral palsy, by strengthening dyadic reciprocity and the feeling of maternal competence.
METHOD: The study will concentrate on the qualitative aspects of the interactive play of children, age 12 to 30 months, with cerebral palsy and their mothers. Subjects are six mother-child dyads. The study will employ maximum variation sampling technique in selection of subjects. Each of the dyads will be visited ten times during the course of the study. Still photo, videotaping, and formal and informal interview techniques will be utilized, including stimulated recall procedure, in which mother-child play is videotaped and portions of the tape are discussed during the interview. Mothers will maintain a journal of play interactions with their child. The study will use the constant comparative method of data analysis, including a microanalysis of videotaped interaction, to develop a better understanding of patterns of behavior. From this, the researcher will develop categories of these patterns to determine the ways that mothers adapt play activities and exploratory attempts by their child during interactive play.

Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Thomas Lovitt — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

PURPOSE: To develop and test microcomputer software to improve reading skills among handicapped students in the general education classroom, kindergarten through grade 3.
METHOD: The project is designed to investigate the effect of integrating computer-assisted reading instruction with the primary basal reading text on the acquisition of reading skills among handicapped students in the general education classroom. Approximately 350 students will use software that will provide Hypertext reading selections designed as supplementary material for a basal reader series. The effects of Hypertext will be investigated with increasing levels of sophistication for grade level materials K-5 over three years. The goal of the computer-based reading intervention is to provide students with a reading environment that offers additional information about words and concepts, along with strategies for decoding unfamiliar words and for improving comprehension, within their own familiar basal reading text, rather than in lessons isolated from the text.

A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models

Field-Initiated Research Grant — Funding Period: 1988-93
Principal Investigator: Joseph Jenkins — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

PURPOSE: To determine whether the initial differential effects of two preschool instructional models are maintained beyond preschool; whether these differences tend to increase or decrease; and which developmental areas are differentially affected.
METHOD: The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two preschool instruction models: a) an academically based direct instruction model, and b) a cognitively based mediated learning model. Subjects will be administered standardized achievement tests and scales. Scores on these measures will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi square analysis. The study will contribute to the knowledge base regarding program effectiveness over time; interaction of program model with child characteristics; specific transition points in the long-range educational progress of students with handicaps; number of years of preschool that are necessary; and special vs. regular education placement.

Time Use, Activity Patterns, and Role Perception of Mothers with Young Children

Student-Initiated Research Grant — Funding Period: 1989-90
Principal Investigator: Terry Crowe — Telephone: (206) 545-7411
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

PURPOSE: To study the effects of caring for a child with a handicapping condition on a mother's time use, activity patterns, and perceived role; and to use these research results to assist professionals in making programming and intervention decisions that are sensitive to family needs.
METHOD: Study subjects are mothers of young children, age 6 months to age 6 years, recruited from early childhood programs in the greater Seattle area. Forty-five of the children have Down, 45 have multiple handicapping conditions, and 45 are nonhandicapped. For purposes of the study, each of these groups will be divided into cells of 15 subjects each, according to the age of the child: infant (age 6 to 12 months), toddler (age 12 to 36 months), and preschooler (age 3 to 6 years). Mothers participating in the study will complete a group of measures of activity patterns and role perceptions, and will maintain a chart of their daily time use for half-hour increments across a 7-day period. The study will utilize a criterion group design, in which groups of mothers will be compared on demographic, age of child, time use, activity, and role variables.

CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach to Early Childhood Special Education

Special Educators Grant
Directors: Lawrence Johnson & Martha Cook
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1989-92
Telephone: (205) 348-1444 or -7931

TARGET OF TRAINING: Students holding undergraduate degrees in early childhood special education, early childhood education, social work, nursing, human development, school psychology, and communication disorders; fifth-year program students; and non-degree teachers in Head Start centers.
TRAINING PROGRAM: The project will develop a training program to prepare early childhood special education (ECSE) teachers and service providers in related disciplines to meet the needs of young handicapped and at-risk children and their families. The program will provide interdisciplinary training through incorporation of early childhood special education course content into the curriculum of nursing, social work, human development, school psychology, early childhood education, and communication disorders; practica experiences in early childhood special education settings for students in related disciplines; and an interdisciplinary seminar. Each semester a master ECSE teacher will be recruited to work with students at practicum sites and assist in course instruction. Field-based courses will be offered for employed teachers who are not properly certified for early childhood special education. The program will admit both full-time and part-time students. Coursework is designed so that full-time students can complete the program in two years.

Early Childhood Education of the Handicapped Fifth Year Program

Special Educators Grant
Director: Mary McLean
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1988-91
Telephone: (205) 844-5943

TARGET OF TRAINING: Professionals from fields such as psychology, family and child development, nursing, and social work who wish to teach or currently teach in private schools, but lack teacher certification at the undergraduate level.
TRAINING PROGRAM: The Fifth Year Program provides an option for students who have not completed an undergraduate teacher education program to enroll in graduate level training leading to a Master of Education degree and teacher certification. Students will complete education courses to fulfill initial certification requirements; specific coursework focusing on the birth-to-3 and 3-to-5 populations, including assessment, infant intervention, curricula and methods in early childhood education of the handicapped, and research methods; and a practicum. The program is designed to help meet the state's need for personnel trained and certified in early childhood education for the handicapped (birth to age 5 years).

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program

Infant/Toddler Personnel Grant
Director: Mary McLean
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1989-94
Telephone: (205) 844-5943

TARGET OF TRAINING: Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.
TRAINING PROGRAM: The program will offer preservice training for students from eight disciplines who are interested in serving infants and toddlers with or at risk for developmental delay, and their families. Goals of the program include providing a cross-disciplinary training sequence to prepare students for work in early intervention settings, and to infuse discipline-specific training programs with information related to provision of early intervention services. Training will consist of information and skill development in the competencies needed by a member of any discipline who may become the primary service provider for an infant or toddler with special needs, and their family. Trainees will complete 9 quarter hours of course work and 100 clock hours of practicum during the summer following completion of their degree. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

Master's Level Training Program for Alabama Public School Speech-Language Pathologists

Special Educators Grant
Director: Eugene B. Cooper
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1987-91
Telephone: (205) 348-7131

TARGET OF TRAINING: Speech-language pathologists employed in the public schools.
TRAINING PROGRAM: Master's level training will be provided through academic and practicum experiences that are scheduled throughout the school year and during summer months so that they do not interfere with the students' employment. The curriculum emphasizes early childhood issues and includes courses in articulation, speech and hearing, diagnostics, language intervention, aphasia, voice disorders, and fluency, as well as a seminar on language development and issues. Coursework can be completed in four summer sessions. Students completing the program will be eligible for the Alabama Department of Education's Class A Certificate. The program will enhance academic and practicum offerings pertaining to communicatively handicapped infants and toddlers.

Early Childhood Special Education Certificate Program

Infant/Toddler Personnel Grant
Director: Jill Wheeler
Fiscal Agency: University of Alaska (Anchorage, AK)

Funding Period: 1989-92
Telephone: (907) 786-4873

TARGET OF TRAINING: Masters-level students from special education, occupational therapy, physical therapy, speech-language therapy, social work, nursing, and related disciplines.
TRAINING PROGRAM: The project will offer a two-year training program to prepare early interventionists and special education preschool teachers to work with young children with special needs. Students follow one of three avenues: 1) those with certification in special education complete only the specialization in early childhood special education (ECSE), leading to ECSE certification; 2) those with early childhood, elementary, or secondary education back-grounds complete the core sequence of special education courses, in addition to the ECSE specialization, leading to ECSE certification; and 3) those with a bachelors degree in related service fields, plus experience in early childhood, complete the special education core and ECSE specialization, leading to restricted certification (Type A). Courses are offered on-campus during evenings and weekends; students unable to attend on-campus courses (rural, remote, or distant city) receive course materials by "distant delivery." Each course is delivered in three modules containing videotaped lecture/panel discussion, learning modules, commercial materials, and individual or group activities. Audioconferences for distant students are offered regularly; examinations are proctored locally. Students are required to come to campus during the summer to complete the assessment and methods courses. The program emphasizes multi-cultural and linguistic diversity, as well as issues related to teaching in rural or remote areas.

Early Childhood Education--Hearing Impaired

Special Educators Grant
Director: Shirin Antia
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-93
Telephone: (602) 621-3214

TARGET OF TRAINING: Masters-level students in speech-language sciences.
TRAINING PROGRAM: The program will prepare master teachers who will specialize in working with hearing-impaired children in one of the following areas: education of multihandicapped hearing-impaired children; early childhood education, education of minority children from non-English speaking backgrounds; or elementary education with a reading/writing instruction emphasis. All students will complete a professional core of courses, as well as an elective specialization. Practicum requirements will be tailored to allow each student to meet the competencies required in the area of specialization.

Leadership Training in Preschool Language Development and Disorders

Leadership Personnel Grant
Director: Linda Swisher
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-92
Telephone: (602) 620-0420

TARGET OF TRAINING: Doctoral and postdoctoral speech-language pathologists and related field professionals.
TRAINING PROGRAM: The Child Language Laboratory (CLL) Personnel Preparation Project has two goals: 1) to provide university-level leadership personnel who will upgrade the quality of research and training programs and thereby improve the diagnostic and intervention services available for monolingual and bilingual language-impaired preschool children; and 2) to broaden the knowledge base concerning neurobiological and behavioral predictors of language learning patterns, and to apply this knowledge to improving diagnostic and intervention services for language-impaired preschoolers. Participants' research skills will be enhanced through coursework, collaborative and independent research projects, seminar discussions, and selected summer externships. Teaching skills will be addressed through preceptorships and guided preparation for presentations at seminars, colloquia, and conferences. Clinical skills will be enhanced through research-related clinical experiences. Lectures and research experiences are provided by an interdisciplinary faculty with expertise in the areas of childhood language disorders, language acquisition, language learning, and the neurobiological basis of language impairment.

Training Project in Speech and Language Learning Disabilities

Special Educators Grant
Director: Thomas Hixon
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-92
Telephone: (602) 621-1644

TARGET OF TRAINING: Masters-level students in speech-language pathology.
TRAINING PROGRAM: The project will develop a training program to prepare speech-language pathologists to serve communicatively handicapped children within the public school and in various children's service agencies. Students will complete a core curriculum and clinical experiences. The program has two components: expanded training in school-oriented services directed toward communicatively handicapped children, ages 3 to 21 years; and a new component directed toward toddlers, age 18 months to 3 years, who are at risk for speech-language disorders. Clinical training is provided in the speech-language clinic on campus, and in local school districts, hospitals, and children's agencies. Within the school-oriented component, the program has established a schools coordinator who meets with students during their school rotation to provide clinical instruction time addressing such areas as consultation, instrumental technology in the schools, and basic competencies. The two-year program leads to a Master of Science degree in Speech-Language Pathology.

Masters Degree in Special Education with Emphasis in Early Childhood Special Education

Special Educators Grant
Directors: Stephen Rock & Mary Pelt
Fiscal Agency: University of Arkansas (Little Rock, AR)

Funding Period: 1989-92
Telephone: (501) 569-3422 or -3054

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The program will develop a new Early Childhood Special Education master's degree program to prepare teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 36 credit hour program will emphasize the importance of transdisciplinary teaming, broadbased training, and integrated services. Courses will be taught by faculty from a variety of disciplines. Internship and practicum sites will offer students the opportunity to observe and participate in a range of service delivery settings, from center-based specialized instructional programs to regular day care centers and home-based programs. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

Preparation of Special Educators--Early Childhood

Special Educators Grant
Director: William Chance
Fiscal Agency: Arkansas State University (State University, AR)

Funding Period: 1989-92
Telephone: (501) 972-3061

TARGET OF TRAINING:
TRAINING PROGRAM: The project will develop a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, and evaluators. Content is based on current theory in the area of early childhood special education and on state standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families, with special emphasis on practicum sites that successfully integrate handicapped children with their nonhandicapped peers. Students will be evaluated on gains in knowledge and skill competencies as delineated in the program.

Preparing Paraprofessionals as Early Intervention Facilitators

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Director: Barbara Semrau — Telephone: (501) 935-2750
Fiscal Agency: Focus, Inc. (Jonesboro, AR)

TARGET OF TRAINING: Paraprofessional students at the associate degree level.
TRAINING PROGRAM: The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Coursework will address early intervention for infants and toddlers with disabilities, family-focused case management, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees. The project will conduct three types of evaluation activities: 1) evaluation of project implementation based on timely completion of project objectives; 2) evaluation of trainees' acquisition of competencies based on pre/post testing; and 3) consumer evaluation based on consumer satisfaction questionnaires.

Speech-Language Pathology Infant Specialist

Infant/Toddler Personnel Grant — Funding Period: 1989-92
Director: James C. Montague — Telephone: (501) 569-3155
Fiscal Agency: University of Arkansas for Medical Sciences (Little Rock, AR)

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The program will offer a graduate-level preservice training program for speech-language pathologists, with special emphasis on infants with severe communication delays. Students will complete a 43-hour graduate program encompassing specialized courses in communication assessment techniques and intervention strategies appropriate for working with infants and toddlers with special needs, and their families. The infant specialty track will include required coursework from a range of disciplines, specialized clinical practicum experiences, participation in a monthly Infant Institute Series, and completion of research related to infants and toddlers. Program activities will be guided by an advisory committee consisting of parents of handicapped children, representatives of community service and state agencies, and current and former graduate students.

Early Childhood Special Education

Special Educators Grant
Director: Marci Hanson
Fiscal Agency: San Francisco State University (San Francisco, CA)

Funding Period: 1989-92
Telephone: (415) 338-1630

TARGET OF TRAINING: Persons employed in or being transferred to early childhood special education employment settings who wish to receive additional training; and students attending a specialist training program (e.g., special education, communication disorders, nursing, social work) who wish to receive additional ECSE training.
TRAINING PROGRAM: The project will create a preservice training program which allows students to receive a certificate in Early Childhood Special Education (ECSE) with an emphasis in one of three areas: infant intervention, preschool intervention, or family services. The program provides interdisciplinary and competency-based training, including academic study, field experiences, and an internship. The curriculum focuses on working within a family context with young children, birth to age 5 years, who are disabled or at risk for developmental delay. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Graduates will be prepared to work in various settings, such as public schools, private schools and centers, hospitals, homes, and follow-up clinics.

Early Childhood Special Education Leadership Training

Leadership Personnel Grant
Director: Diane Klein
Fiscal Agency: California State University of Los Angeles (Los Angeles, CA)

Funding Period: 1989-92
Telephone: (213) 343-4415

TARGET OF TRAINING: Doctoral-level students from backgrounds in special education, regular education, bilingual education, speech pathology, social work, occupational therapy, and related fields. Students admitted to the program must have at least three years of experience in special education or a related field. Attention will be paid to attracting minority candidates.
TRAINING PROGRAM: The program is a joint venture by California State University at Los Angeles (CSULA) and the University of California at Los Angeles (UCLA). Students will complete a core of prescribed courses over a three year period, spending the first year at CSULA and the second year at UCLA. Students have the option of attending part-time during the first year of training. In addition to required coursework, students will complete a cognate (minor field) outside special education, as well as complementary support courses, in such areas as social welfare, psychology, and social anthropology. The program is developing a course on research in early childhood special education, as part of the complementary support. Students also will be required to participate in research practica and at least one practicum related to early childhood special education which may emphasize clinical or research issues, according to individual student needs. Training leads to a Ph.D. in Special Education.

Early Childhood Special Education Masters Program

Special Educators Grant — Funding Period: 1989-94
Director: Melvyn Semmel — Telephone: (805) 961-4562 or -4273
Fiscal Agency: Graduate School of Education, University of California (Santa Barbara, CA)

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a competency- and field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe handicaps, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families. Training follows a sequential series of instructional hierarchies that move the student from coursework, where theoretical knowledge is gained, to the Teacher Education Laboratory, where practical applications are made in a controlled setting, and, finally, to practicum sites, where students apply their skills in the field. Field sites represent a full continuum of options for preschool-age children and their families.

Inservice Approach to Pre-Service Education for Infant Development Specialists

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Diane Klein — Telephone: (213) 343-4400
Fiscal Agency: California State University (Los Angeles, CA)

TARGET OF TRAINING: Selected groups of agencies providing infant intervention services in the Los Angeles area.
TRAINING PROGRAM: The program offers a field-based training program consisting of a careful needs assessment conducted with staff of participating agencies; planning of field-based early childhood special education coursework to meet identified training needs; and evaluation of training effectiveness. Training is carried out by a Faculty-Trainer team who represent expertise in several areas of early intervention, such as communication skills, cognitive skills, social-emotional development, motor development, family and multicultural issues, nutrition, and low-incidence handicaps. Participants receive 80 hours of training, including lecture-demonstration and practicum, leading to a master's degree. Where appropriate, training is conducted within the participating agency's own setting. Both ongoing process and final outcome of the training will be evaluated. The model exemplifies the California Department of Education's emphasis on field-based teacher training, and can be incorporated as a permanent part of the Early Childhood Special Education program at California State University.

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Directors: Claire Cavallaro & Ann Bisno — Telephone: (818) 717-5150
Fiscal Agency: California State University--Northridge (Northridge, CA)

TARGET OF TRAINING: Masters-level students with at least a bachelor's degree in special education, educational psychology, speech/language, nursing, social work, physical therapy, or related disciplines.
TRAINING PROGRAM: The program will develop a model personnel preparation program that integrates various disciplines involved in early intervention for high-risk and exceptional infants and toddlers. Training will focus on transdisciplinary knowledge and skills needed to meet the complex, heterogeneous needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; to work effectively with families of exceptional infants and toddlers; and to serve in leadership capacities, including case manager, advocate, program developer, and program evaluator. At entry into the program, students will be assigned to interdisciplinary teams throughout their master's coursework and specialized training in transdisciplinary competencies and skills. The project will identify an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. Master's thesis for each students will be a longitudinal case study of the infant and family.

Early Childhood Special Education Personnel Preparation

Special Educators Grant — Funding Period: 1988-91
Director: Allen M. Huang — Telephone: (303) 351-1664
Fiscal Agency: University of Northern Colorado (Greeley, CO)

TARGET OF TRAINING: Masters level students with early childhood education or human development backgrounds, particularly minority students and those from rural communities.
TRAINING PROGRAM: The program philosophy is based on total integration, collaboration/cooperation, and family focus. Training leads to a Master of Arts in Special Education, with an emphasis in Early Childhood Special Education. Coursework emphasizes child growth and development, early childhood special education issues, service delivery systems in early childhood special education, identification and assessment, instructional strategies and materials, family support and involvement, communication, and consultation and team functioning. The program also will organize a week-long Summer Symposium on Early Childhood Special Education in Colorado, to provide individuals working with handicapped preschool children an opportunity to enhance and upgrade their knowledge and skills.

Family Focused Training for Early Childhood Special Educators

Special Educators Grant — Funding Period: 1989-92
Director: Harriet Able-Boone — Telephone: (303) 556-2717
Fiscal Agency: University of Colorado (Denver, CO)

TARGET OF TRAINING: Graduate students with backgrounds in early childhood special education or psychology.
TRAINING PROGRAM: The program will offer a family-focused, interdisciplinary training program to prepare teachers to work with young handicapped children, birth through age 5 years, and their families. The program offers a competency-based, 46-credit-hour master's degree program with a focus on families. The curriculum includes three courses which provide in-depth study of families, and field-based experiences at six community-based, family-focused practicum sites. Full-time enrollment is required, and students will be expected to complete master's degree and certification requirements in three semesters. Student progress toward fulfilling performance competencies will be monitored. As a result of the training program, students will function as family specialists serving young handicapped children and their families in a variety of settings, including homes, centers, clinics, hospitals, child care programs, and public schools.

First Start: Care of Handicapped Infants and Toddlers

Related Services Grant — Funding Period: 1989-92
Director: Marilyn Krajicek — Telephone: (303) 270-8734
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)

TARGET OF TRAINING: Paraprofessionals in child care and education who are at the undergraduate level.
TRAINING PROGRAM: The goals of the project is to improve the quality of preservice educational preparation and increase the numbers of child care workers and education aides. Participants will be trained to care for infants and toddlers with handicaps and chronic illnesses in nursery, education, and child care settings. Training will be provided through the 45-hour, educational course, First Start: Care of Handicapped Infants and Toddlers. New lessons on emerging care needs will be added to the existing curriculum, which has been pilot-tested in six states over the past three years. Nationwide dissemination of the First Start program will be expanded through innovative curriculum packaging and development of alternative methods of distribution. The project will identify community support services for infants and toddlers with handicapped through interdisciplinary collaboration between professionals and paraprofessionals in health and education, in concert with family members and voluntary associations.

Preparation of Infant Specialists

Special Educators Grant — Funding Period: 1989-92
Director: Harriet Able-Boone — Telephone: (303) 556-4854
Fiscal Agency: School of Education, University of Colorado (Denver, CO)

TARGET OF TRAINING: Masters-level students in early childhood special education and school psychology.
TRAINING PROGRAM: The project will offer a competency-based Infant Specialist training program for early childhood special educators and school psychologists to work with infants with or at risk for developmental disabilities, and their families. The interdisciplinary program will integrate courses from early childhood special education, early childhood education, school psychology, and nursing. In addition, the professional disciplines of speech/language therapy, occupational therapy, physical therapy, and social work will be involved in course content and field experiences. Students will enroll in four specialized courses providing an in-depth study of infants and families, and field-based experiences in at least two sites. The program will offer students opportunities for collaboration with the health community in order to provide enhanced training to meet the needs of infants with serious medical needs. Scheduling of courses and field work will be designed to meet the needs of a mature, primarily part-time, student population.

Production of Videotapes of Health Care Procedures for Severely Handi-capped Children

Special Projects Grant — Funding Period: 1989-92
Director: Ann Smith — Telephone: (303) 270-8733
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)

TARGET OF TRAINING: Special educators; classroom aides; related services personnel, including nurses, therapists, social workers, and support staff; and regular education personnel.
TRAINING PROGRAM: The project will develop four videotapes demonstrating selected health-related procedures, with accompanying skill evaluation videotapes for testing trainee competency, designed for educational and support personnel working with children with disabilities in a variety of educational settings. Training videos will be 30 minutes in length and will address such skill activities as oral suctioning, catheter care, clean intermittent catheterization, stoma care, positioning, care of emergency equipment, and infectious disease control. A series of 8 to 10 critical events involved in each skill will be identified. For example, for nasogastric tube feeding, these events are equipment, preparation of the student, test for tube placement, tube aspiration, placement of bottle, checking prescribed formula, regulating fluid, cleaning and string, feeding equipment, and post-feeding care fo the student. These events will then be written into script form and produced as a separate trainee evaluation tape in a parallel production to the instructional tape. The evaluation packages will have multiple uses for pre-testing, post-testing, comparison of group or individual competence levels, screening for readiness for actual performance demonstration, and self-evaluation of knowledge and problem analysis related to skills. The instructional and evaluation tapes will be field-tested for validity and reliability.

Rural Outreach for Early Childhood Special Educators

Special Educators Grant — Funding Period: 1987-90
Director: Anne Widerstrom — Telephone: (303) 556-2645
Fiscal Agency: University of Colorado (Denver, CO)

TARGET OF TRAINING: Teachers and therapists with undergraduate backgrounds in education, psychology, child development, and related fields, who are working with handicapped children, birth to age 5 years, who live in rural and remote areas of the state.
TRAINING PROGRAM: The program will expand the current master's degree and certification programs at the University of Colorado to include a comprehensive, statewide rural training component. This program represents the second phase of a rural outreach program to certify teachers of preschool handicapped children in remote areas of Colorado. During the first phase, groundwork was laid in improving professional attitudes and aspirations and in providing certified early childhood special education teachers to work in rural areas. The current program will build on this groundwork with the goals of recruiting teachers and therapists in rural areas into the masters degree program and increasing professionalism among early childhood special educators throughout the state. Training is interdisciplinary, covering areas such as occupational therapy, physical therapy, speech/language pathology, psychology, and early childhood special education. Practicum experiences are offered in infant and preschool settings in rural and urban communities.

State-wide Training for Infant Specialists

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Director: Harriet Able-Boone — Telephone: (303) 556-4854
Fiscal Agency: School of Education, University of Colorado (Denver, CO)

TARGET OF TRAINING: Early childhood special educators and related service providers, particularly those working in early childhood intervention programs who wish to update and expand their knowledge and skills in working with very young children with or at risk for developmental disabilities, and their families.
TRAINING PROGRAM: The program will offer graduate-level training which includes specialized infant courses and field experiences both on-campus and at selected urban and rural sites throughout the state. Training is interdisciplinary and competency-based, and places emphasis on families. Students will be drawn from a variety of disciplines, and instructors will represent the various professional disciplines involved in early intervention. The program will include four courses on intervention with infants and families, and a specialized infant course offered off-campus each semester (three per year). A major program goal is to offer interdisciplinary, field-based training in working with infants, toddlers, and families to individuals in rural areas of the state. Training leads to certification, a master's degree, or both.

Early Childhood Special Education Program

Special Educators Grant
Director: Lois Davis
Fiscal Agency: Saint Joseph College (West Hartford, CT)

Funding Period: 1988-91
Telephone: (203) 232-4571

TARGET OF TRAINING: Graduate students from various fields, including early education, special education, occupational therapy, and nursing.
TRAINING PROGRAM: The program will provide a preservice master's level training program which prepares students through part-time study to work with young handicapped children, birth to 5 years. A 30 credit-hour, interrelated program of courses is offered through the master's program in Early Childhood Special Education in two sequences: Infant/Toddler (birth through age 2 years), and Preschool (age 3 to 5 years). Both sequences address growth and development, language development, parenting, programming, and learning. The sequences diverge and become specific to age range in the area of assessment and in practicum experiences. The Infant/Toddler sequence also includes training in interfacing with other professionals. Graduates of both programs will be prepared to work in a variety of home- and center-based settings, to facilitate parent-child interactions, and to work collaboratively with other professionals and agencies.

Interdisciplinary Infant Specialist Certification Program

Special Educators Grant
Director: Joan Brinkerhoff
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1989-92
Telephone: (203) 674-1485

TARGET OF TRAINING: Graduate-level personnel in special education, nursing, speech/language pathology, occupational therapy, physical therapy, and school psychology, who are employed in infant intervention programs in Connecticut.
TRAINING PROGRAM: The training program will focus on the acquisition of skills necessary to provide services to infants with special needs. Students will be placed in interdisciplinary teams (eight students per team) during training. Coursework will be provided in weekly sessions across two semesters, and will be delivered in six modules: Families, Medical Management, Physical Management, Education and Communication, Transdisciplinary Teaming, and Service Delivery. Specific thematic content will cut across the areas of family systems and transdisciplinary teaming. Students will complete a supervised practicum within their infant program, and will spend time working with children in the Step-Down Nursery (a setting which follows NICU). Competency tasks will provide one measure of program effectiveness. Completion of coursework and practicum will lead to an infant studies certificate.

Personnel Preparation Institute for Infant Specialists

Newborn/Infant Personnel Grant
Director: Mary Beth Bruder
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1987-90
Telephone: (203) 674-1485

TARGET OF TRAINING: Students enrolled in master's degree training programs in early education, counseling, nursing, occupational or physical therapy, social work, and special education; and staff from existing infant programs in Connecticut who seek certification as infant specialists.
TRAINING PROGRAM: Training is offered through the Pediatric Research and Training Center at the University of Connecticut Health Center. The six-week summer institute consists of coursework, practicum, and research seminars. Major content areas include family systems and issues; medical, physical, and educational management of at-risk and handicapped infants; and interdisciplinary teamwork for infant intervention. Practicum placements include the neonatal intensive care unit and follow-up clinic at the University of Connecticut Health Center, two neonatal intensive care units at local hospitals, and two infant intervention projects funded by the Handicapped Children's Early Education Program (HCEEP). The program offers follow-up training activities and on-site technical assistance to participants during the academic year following their participation in the institute.

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers

Leadership Personnel Grant
Director: Kathy Katz
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1989-94
Telephone: (202) 687-8635

TARGET OF TRAINING: Pre- and postdoctoral psychologists.
TRAINING PROGRAM: The project will offer leadership training for psychologists which emphasizes early intervention with handicapped or at-risk infants and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in infancy training program at Georgetown University. Trainees will be selected for a six-month to one-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services. Training experiences will include direct intervention with at-risk and handicapped infants and families in the neonatal and pediatric intensive care nursery, in transition to home management, in follow-up developmental evaluation, in interfaces with community support services, and in various community infant intervention models. Trainees also participate in policy and planning activities in relationship to technical assistance activities to states.

Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families

Special Projects Grant — Funding Period: 1989-93
Director: Judith Pokorni — Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

TARGET OF TRAINING: Medical, nursing, and related services professionals; social service staff; and paraprofessional caregiving staff.
TRAINING PROGRAM: The project will develop an inservice training program to provide intermediate care facility staff with the knowledge, attitudes, and skills needed to respond to both the developmental needs of chronically ill and severely handicapped infants and young children, and the needs of their families. Content is will address the cognitive, psychomotor, and psychosocial needs of these children; fostering optimal development; interdisciplinary programming; and case management. The curriculum will consist of a package of videotaped learning segments with accompanying training guides, in order to accommodate inservice needs of round-the-clock intermediate care facility personnel. An interdisciplinary review committee will review the curriculum in its formative stages. Training materials will be field-tested in the Washington/Baltimore area before implementation at six other sites across the country.

Preparation of Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Handicaps

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Directors: Sharon Willig & Toby Long — Telephone: (202) 687-8635
Fiscal Agency: Georgetown University (Washington, DC)

TARGET OF TRAINING: Speech language pathologists at the master's level, and occupational therapists and physical therapists at the bachelor's level.
TRAINING PROGRAM: Training will focus on developing knowledge and competencies in the provision of services to medically fragile and at-risk infants and young children, birth to age 3, and their families. Students will attend the training program half-time, and will be employed by community agencies or Georgetown University Hospital half-time. Trainees will receive a variety of didactic, clinical, and community experiences which include direct work with infants and caregivers in the neonatal and pediatric intensive care units, assistance in transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration with service providers. Supervision will be provided by a professional in the trainee's primary discipline. Trainees will serve as members of interdisciplinary evaluation and treatment teams.

Preparation of Speech-Language Pathologists with Specialization in Infants and Preschool Populations

Special Educators Grant
Director: Kay T. Payne
Fiscal Agency: Howard University (Washington, DC)

Funding Period: 1988-91
Telephone: (202) 636-7690

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The program offers a two-year comprehensive, interdisciplinary program, leading to a Masters of Science in Speech-Language Pathology, designed to prepare students to provide diagnostic management and preventive services to infants and preschool children and their parents. The regular curriculum stresses the needs of handicapped individuals in culturally and linguistically diverse populations. In addition, all students will enroll in Early Language Development and Disorders, which addresses development, disorders, assessment, and intervention; and two interdisciplinary courses from the areas of Early Childhood Education and Social Work: Infant and Toddler--Dimensions in Early Learning, which examines research studies and curricular activities for regular infant and toddler programs; and Child Therapy, which introduces issues surrounding child development, parenting and parent-child relationships, and assessment and therapy for children and parents. Students will be required to fulfill 100 clinical hours above the ASHA required totals for language disorders and diagnostics, and will complete an intensive summer semester in a selected externship site. Graduates of the program will be able to function in hospital, school, and clinic settings.

Preparation Program for Parent-Infant Specialists

Newborn/Infant Personnel Grant
Director: Barbara Bodner-Johnson
Fiscal Agency: Gallaudet University (Washington, DC)

Funding Period: 1987-90
Telephone: (202) 651-5530

TARGET OF TRAINING: Full-time graduate students pursuing a master's degree or education specialist certification.
TRAINING PROGRAM: The program prepares education specialists to work with handicapped infants and their caregivers, focusing in particular on the needs of hearing-impaired and multihandicapped infants. Program trainees are prepared to fill the roles of infant teacher, parent educator and consultant, parent/infant advocate, program developer and manager, and transdisciplinary team member with home- or center-based parent/infant programs in public school, hospital, clinic, and residential school settings. The two-year program consists of 18 specialized courses and four field-based experiences in settings emphasizing transdisciplinary teams. Areas of competency include infant development and assessment; language and communication development; family involvement; management of physical, intellectual, and visual disabilities in multihandicapped infants; and program and curriculum development and administration. The program offers several degree and certification options for parent/infant specialists: a) a master's degree in education, b) dual state certification in both education of the hearing-impaired and early childhood education of the handicapped, and c) Council on Education of the Deaf certification in infant and preprimary.

Preservice Training Program to Prepare Special Education and Related Service Personnel to Provide Services to Medically Fragile Infants and Their Families

Special Populations Grant — Funding Period: 1989-92
Director: Kathy Katz — Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

TARGET OF TRAINING: Post-baccalaureate students from professional degree programs of special education, occupational therapy, physical therapy, speech pathology, psychology, nursing, and social work.
TRAINING PROGRAM: The project will offer interdisciplinary preservice training focusing on developing a specific knowledge base and clinical skills geared to medically fragile infants, birth to age 3 years, and their families. Five trainees will be selected each year for a six-month to one-year clinical affiliation, which will provide a variety of didactic seminars and clinical experiences working with medically fragile infants and their families in the Neonatal Intensive Care Unit and the Pediatric Intensive Care Unit; in transition to home management; in follow-up developmental evaluation; in interface with community support services; and in various community infant special education models. Emphasis will be placed on the cognitive, psychomotor, and psychosocial development of these infants, and the needs of their families. Training leads to a certificate in services to medically fragile infants and their families.

Teacher Preparation in Education of Hearing Impaired and Multihandi-capped Hearing Impaired

Special Educators Grant — Funding Period: 1989-92
Director: Robert Mobley — Telephone: (202) 651-5530
Fiscal Agency: Gallaudet University (Washington, DC)

TARGET OF TRAINING: Masters-level students in deaf education.
TRAINING PROGRAM: The project will offer preservice preparation for teachers of the hearing-impaired and the multihandicapped hearing-impaired. The teacher preparation program offers a two-year masters sequence of coursework and practicum in education of the hearing-impaired, with five specialization: parent-infant, early childhood, elementary, secondary, and multihandicapped hearing-impaired. The specialization courses (52-59 semester hours) focus on the development of competencies in areas such as simultaneous (manual/oral) and auditory-oral communication, language development, curriculum and methodology, assessment, and advanced educational foundations. Trainees engage in four periods of supervised field-based practica in a range of settings. graduates are prepared to teach hearing-impaired and multihandicapped hearing-impaired in a spectrum of day and residential settings, with a variety of instructional arrangements (e.g., self-contained classes, resource rooms, mainstreamed settings, itinerant teaching).

Transdisciplinary Approach to Clinical Infant Training (TACIT)

Special Educators Grant
Director: Maxine Freund
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1988-91
Telephone: (202) 994-6170

TARGET OF TRAINING: Graduate students with backgrounds in education or related services, such as physical therapy, speech therapy, nursing, and psychology.
TRAINING PROGRAM: The program prepares students at the master's level in the areas of infant special education and early intervention to fill a number of roles, including classroom interventionist, transdisciplinary team member, infant developmentalist, infant assessment specialist, infant program coordinator, and parent/community liaison. The 39-credit hour program includes coursework in infant development and assessment, atypicality in infancy, developmental and behavioral concerns, public policy, transdisciplinary team functioning, the developmental stages of parenting, and issues in infant intervention. The program also includes a year-long, issue-focused Transdisciplinary Seminar which addresses the intake process, social and family assessment, curricular concerns, writing and interpreting the IFSP and IEP, behaviorally focused interventions, environmental modifications and adaptations for the range of handicaps, and functional vs. developmental concerns. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

Infant Intervention Master's Degree

Infant/Toddler Personnel Grant
Directors: Liz Rothlein & Sharon Vaughn
Fiscal Agency: University of Miami (Coral Gables, FL)

Funding Period: 1989-93
Telephone: (305) 284-2903

TARGET OF TRAINING: Graduate students from education, nursing, physical and occupational therapy, social work, development psychology, and related fields.
TRAINING PROGRAM: The program offer an interdisciplinary master's degree program in Infant Intervention to train personnel to work with handicapped and at-risk infants from birth through age 2 years, and their families. Training is multidisciplinary, with strong collaborative efforts from the School of Education, School of Nursing, Department of Psychology, Mailman Center for Child Development, Florida Diagnostic and Learning Resources System, Dade County Public Schools, and several private agencies providing services for birth-through-two population. Students will receive 360 hours of training which includes coursework and extensive field-based experiences in infant stimulation programs, hospitals and clinics, home-based programs, and other early intervention settings. The competency-based curriculum addresses normal growth and development as well as early childhood special education. Emphasis will be placed on ability to work with families in both educational and medical settings. Trainees will be prepared to perform roles of direct service providers for infants and their families.

Infant Specialist Personnel Preparation Program: PLUS

Infant/Toddler Personnel Grant
Director: Vivian L. Correa
Fiscal Agency: University of Florida (Gainesville, FL)

Funding Period: 1989-92
Telephone: (904) 392-0702

TARGET OF TRAINING: Masters-level students in special education, nursing, occupational therapy, physical therapy, and psychology.
TRAINING PROGRAM: The program will initiate infant intervention specialist training at through the Department of Special Education at the University of Florida. The personnel preparation program will offer preservice infant specialist training to prepare professionals to serve young children with or at risk for handicaps. The project will develop five graduate-level courses in infant intervention, with components on assessment, methodological practicum, and family service that are tailored to meet the needs of Florida's multiply handicapped infants, at-risk minority, limited English proficient, rural, and teenage parent populations. Students will enroll in a minimum of 15 semester hours of graduate training in infant intervention.

Minority Early Childhood Special Education Masters Degree--U.S. Virgin Islands

Special Populations Grant
Director: Sharon Vaughn
Fiscal Agency: University of Miami School of Education (Coral Gables, FL)

Funding Period: 1989-92
Telephone: (305) 284-2903

TARGET OF TRAINING: Masters-level minority early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young minority children with special needs.
TRAINING PROGRAM: The program is designed to address the need for preschool special education training for teachers in the U.S. Virgin Islands. The program will offer multidisciplinary training to prepare personnel to teach young minority handicapped children; to improve the skills of currently employed teachers working with young minority handicapped children; and to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young minority handicapped children. Training will address normal child growth and development, early childhood, and early childhood special education with emphasis on minority populations. Students will complete internships in two centers that cater to young minority handicapped children, birth to age 2 years and age 3 to 5 years, and will be involved in observation/participation in a minimum of six other sites which serve a range of minority groups and handicapping conditions, as well as in preschools for nonhandicapped preschool children. The program is a collaborative effort of the University of Miami School of Education, the Mailman Center for Child Development, Dade County Schools, the Florida State Department of Education, and several private agencies providing services for young minority handicapped children.

Pediatric Physical Therapy Multidisciplinary Training Model

Related Services Grant
Director: Martha Clendenin
Fiscal Agency: University of Florida (Gainesville, FL)

Funding Period: 1989-92
Telephone: (904) 395-0085

TARGET OF TRAINING: Masters-level students in physical therapy.
TRAINING PROGRAM: The project will develop a specialized area of interdisciplinary graduate study in pediatric physical therapy and special education. Through this program, physical therapists ill acquire skills in advanced pediatric physical therapy, teaming, transdisciplinary consultation, and peer facilitation that are vital for the successful recruitment and retention of physical therapists in the public school system. The project will develop a model curriculum that enhances the exposure of preservice therapists to the public school system and that can be implemented at other universities within the state and region. Completion of the curriculum will lead to Master of Health Science degree in Physical Therapy. The effectiveness of the project will be evaluated by a comprehensive plan involving 1) monitoring of students' coursework through grades, graduate committees, and course evaluations; 2) reviewing recommendations of the Interdisciplinary Advisory Council; 3) reviewing recommendations of the national consultant; and 4) reviewing employment selection and program questionnaires of alumni.

Preservice Graduate Training in Early Childhood Special Education

Special Educators Grant
Director: Mary Frances Hanline
Fiscal Agency: Florida State University (Tallahassee, FL)

Funding Period: 1989-92
Telephone: (904) 644-4880

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project will establish a preservice graduate program in Early Childhood Special Education leading either to a master's degree or a university-approved early childhood special education certificate. Specialists trained in this program will be prepared to function in a wide variety of roles and settings serving children, birth to age 5 years, with disabilities or at risk for developmental delay, and their families. The training program is interdisciplinary and competency-based. Competencies are based on the recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training combines academic study, field experiences, and an internship. Training is designed to meet the rapidly growing population of Florida and specific service needs of Northwest Florida.

Preservice Graduate Training in Infant and Toddler Intervention

Infant/Toddler Personnel Grant
Director: Mary Frances Hanline
Fiscal Agency: Florida State University (Tallahassee, FL)

Funding Period: 1989-92
Telephone: (904) 644-4880

TARGET OF TRAINING: Masters-level students in early childhood special education and child development.

TRAINING PROGRAM: The program will establish a preservice graduate training program in Infant and Toddler Intervention. Specialists trained in this program will be equipped to function in a wide variety of settings and roles reflected by early intervention programs serving children, birth to age 3 years, with or at risk for developmental delays and other handicapping conditions, and their families. The training model is interdisciplinary and competency-based. Students will have the option of completing a master's degree or receiving a university-approved certificate (representing 18 hours of graduate credit) in Infant and Toddler Intervention. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training is accomplished through a combination of academic study, field experiences, and an internship. Course competencies are based on recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Training will lead to certification.

Interdisciplinary Infant Specialization (IIS) Personnel Preparation

Infant/Toddler Personnel Grant
Director: Linda McCormick
Fiscal Agency: University of Hawaii (Honolulu, HI)

Funding Period: 1989-92
Telephone: (808) 948-5009

TARGET OF TRAINING: Personnel with bachelor's or master's degree in education or a related services discipline who wish to acquire infant specialization skills; and students currently working toward a graduate degree in nursing, public health, psychology, speech and hearing sciences, special education, social work, or a related field who wish to acquire infant specialization skills.

TRAINING PROGRAM: The IIS Program will prepare students to serve as infant intervention specialists. Trainees will be prepared to serve in direct service and/or administrative roles to provide family-centered, coordinated early intervention services for families of infants and toddlers with or at risk for handicaps. Training will be designed in two formats to accommodate the needs of students in Hawaii and the Pacific: a regular semester option and an intensive summer institute. Upon completion of the IIS program, trainees will possess the knowledge and skills needed to understand and work with families of infants and toddlers with special needs; assess family and child needs; implement family-centered interventions; provide case management; interact as a team member with families and other professionals; and promote professional development. The training program will be institutionalized as an interdisciplinary master's degree through the Hawaii University Affiliated Program.

Preparing Infant and Toddler Interventionists

Infant/Toddler Personnel Grant
Director: Jennifer Olson
Fiscal Agency: University of Idaho (Moscow, ID)

Funding Period: 1989-92
Telephone: (208) 885-6159

TARGET OF TRAINING: Masters-level students with undergraduate degrees in regular or specail education, nursing, communication disorders, physical therapy, social work, or related fields.
TRAINING PROGRAM: The program will offer preservice training leading to a an MS or M.Ed. in special education, with emphasis on early intervention. The program's goals are twofold: 1) to provide training in to meet critical personnel shortages related to implementation of P.L. 99-457; and 2) to impact the development of state certification standards for both infancy and early childhood special education. Most students are concurrently employed and will be enrolled part-time. Classes will be offered evenings and off-campus. Students will complete 30 semester hours of coursework and practica, with an additional 6 to 9 hours for thesis. Students who enter the program without teacher certification will be required to complete student teaching in a school district setting. Sites for practica experiences include a public school in Idaho, a neonatal intensive care unit (NICU) in Washington state, a health adn welfare clasroom in Idaho, and the University of Idaho preschool classroom.

Preservice Training of Communication Disorders Specialists and Audiologists for Idaho Preschools

Special Educators Grant
Director: Thomas Longhurst
Fiscal Agency: Idaho State University (Pocatello, ID)

Funding Period: 1987-90
Telephone: (208) 236-3495

TARGET OF TRAINING: Graduate level students with background in early childhood education.
TRAINING PROGRAM: The project trains students as communication disorders specialists (CDSs) and audiologists to work with preschool speech/language-impaired and hearing-impaired children. Training is designed to meet the personnel needs of programs serving preschool children, such as Head Start, Native American and Migrant Head Start, and Adult/Child Development Centers in Idaho. The program will emphasize indirect (consultation) rather than direct services; cognitive, language, and communication intervention; interprofessional cooperation and team membership; and the speech-language-hearing problems of the preschool child. Training includes a specialized instructional workshop on preschool practice, and supervised practica in preschool settings. Provisions will be made for postgraduate placements and support. Successful procedures, exemplary materials, curricula, and models will be disseminated throughout Idaho and to other rural states.

Erickson Institute Early Intervention Specialist Project

Infant/Toddler Personnel Grant
Director: Linda Gilkerson
Fiscal Agency: Erickson Institute (Chicago, IL)

Funding Period: 1990-92
Telephone: (312) 280-7302

TARGET OF TRAINING: Post-baccalaureate students from special education, psychology and family studies.
TRAINING PROGRAM: The Erickson Institute will expand its existing infant studies program to provide a model approach to post-baccalaureate preservice training for early interventionists. The program will prepare specialists to work with at-risk and disabled infants and families who live in a range of settings, including the inner city. Training will focus on the psychological aspects of disability, including the infant's developing sense of self-esteem, and on self-knowledge as a professional competency in infant/family work. The program offers 18 credit hours of non-degree, interdisciplinary, competency-based training in early intervention. Courses include Infant Growth and Development, Family Studies, Infant Assessment, and Prevention Strategies and Intervention Methods. Students also will enroll in two semesters of a supervised internship and seminar. The program also offers a colloquium, Development of Self: Implications for Early Intervention, that provides a forum in which students and professionals in the early intervention community can examine the relationships between disability and the development of a sense of self. The training model is tailored to the needs of urban settings. The program will develop and disseminate a Resource Guide to training programs that wish to strengthen their focus on the relationship of disability to psychosocial development.

Interdisciplinary Leadership Project in Infancy

Leadership Personnel Grant
Director: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1988-93
Telephone: (217) 333-0260

TARGET OF TRAINING: Doctoral students from special education, speech and hearing science, early childhood, psychology, human development and family ecology, and social work.
TRAINING PROGRAM: The program is a cooperative effort among faculty from three core programs (Early Childhood Special Education, Social Work, and Clinical/Community Psychology), with additional collaborators drawn from related fields (e.g., Speech and Hearing Science, Developmental Psychology, Nursing). Doctoral students admitted to the Interdisciplinary Leadership Project in Infancy will take a common set of courses and an ongoing research and issues seminar, in addition to the courses required by their home departments. Students will choose a leadership specialization in policy development, administration, personnel preparation, or direct service, emphasizing infants with special needs and their families.

Interdisciplinary Specialization in Infancy (ISI) Project

Infant/Toddler Personnel Grant
Director: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1989-92
Telephone: (217) 333-0260

TARGET OF TRAINING: Graduate students in special education, speech and hearing sciences, and social work.
TRAINING PROGRAM: The project offers an interdisciplinary preservice training program to prepare professionals from special education, speech and hearing science, and social work to assume roles as direct service providers for infants and toddlers with special needs and their families. The project will develop a model for interdisciplinary preservice training that operates on three levels: Level 1--general knowledge of each particular discipline; Level 2--Infancy-related knowledge of the particular discipline, and Level 3--a common core that crosses disciplines. Students enrolled in the program will complete Level 1 and 2 training in their home departments, and will participate with students from other disciplines in Level 3 coursework on families, development, and interdisciplinary teaming. The project also will provide interdisciplinary infant practice through a Parent-Infant Playgroup. For each practicum site, the project will identify the unique aspects of the learning experience and develop a training module specific to that site. Training will lead to a masters degree in the student's home discipline.

Personnel Preparation for Careers in Special Education and Early Inter-vention Program

Special Educators Grant
Director: Norma Ewing
Fiscal Agency: Southern Illinois University (Carbondale, IL)

Funding Period: 1989-92
Telephone: (618) 453-2311

TARGET OF TRAINING: Masters-level personnel who are currently employed working with preschool populations and who lack specific credentials or hold a bachelors degree in special education.
TRAINING PROGRAM: The project will develop a training program to prepare teachers and supervisory staff to work in preschool special education and early intervention programs with preschool children who have or are at risk for handicaps. The project will infuse into the existing special education training program curricular and practicum opportunities that will address "home-based" and "early intervention" programs for preschool handicapped and at-risk children in southern Illinois. The program of study is spread out over two years. Participants will attend evening classes during regular semesters while on the job, and will be enrolled full-time during summer session. Both clinical and practicum experiences will be provided, depending on the prior experience and preparation of participants. Participants will develop competencies in such areas as screening, assessment, remedial planning, and home-based intervention programs.

Preparation for Teachers of Preschool Children with Handicaps

Special Educators Grant
Directors: Carolyn Cooper & Vicki Slayton
Fiscal Agency: Eastern Illinois University (Charleston, IL)

Funding Period: 1988-91
Telephone: (217) 581-5315

TARGET OF TRAINING: Graduate level students from a variety of educational areas, including early childhood education and elementary education.
TRAINING PROGRAM: The project offers a master's program with emphasis in Early CHildhood Special Education for children age 3 to 5 years. The program is interdisciplinary in focus and offers a family systems approach to working with families of special needs children and a developmental learning orientation to providing services for children. Students will complete a comprehensive sequence of coursework and 210 hours of practica experiences with children and families. Coursework will be offered during the fall and spring semesters at regional sites via four weekend sessions per semester. Practica also will be completed at assessment. Weekend workshops at regional sites also will be held during summer intersession. Students will attend an 8-week summer institute for additional coursework and practica experiences. Procedures and materials related to coursework and practica will be disseminated nationally.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Newborn/Infant Personnel Grant
Director: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1986-89
Telephone: (217) 333-0260

TARGET OF TRAINING: Graduate students and direct service providers in education and related service areas.
TRAINING PROGRAM: The purpose of the preservice training project is to expand and upgrade the knowledge and performance base of direct service providers in comprehensive service delivery programs for infants with special needs. The program offers two degree options at the graduate level, in order to accommodate a variety of backgrounds and career goals: a) a one-year noncertification program, for current direct service personnel and others who do not wish to pursue further professional certification; and b) a two-year certification program, which prepares students to teach in birth-to-three programs in public schools and non-school settings by qualifying them for Illinois certification in early childhood special education. Training focuses on developmental facilitation skills within practicum settings; for current service providers, there is an on-site practicum option. The training program features collaboration among inter-departmental/interdisciplinary faculty around a core set of identified training needs; a collaborative model of supervision, emphasizing self-evaluation; and experience in a variety of service delivery settings. Training modules and tapes will be developed.

Preparation of Special Educators: Speech and Language Pathology

Special Educators Grant
Director: Charles Larson
Fiscal Agency: Northwestern University (Evanston, IL)

Funding Period: 1988-91
Telephone: (312) 491-5073

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The project will offer a master's level training program for providers of educational/diagnostic services to children, birth to age 6 years, who are moderately to severely handicapped. The program offers a core curriculum and a variety of practicum experiences at a regional assessment and diagnostic center (UAF/MR) and community least restrictive environment and multi-ethnic settings. Students will be required to demonstrate skills in nine competency areas: child assessment, family assessment, observation, interviewing, review of records, community resources, planning and implementing intervention strategies, consultation, and communication skills.

Preschool Training Grant

Special Educators Grant
Director: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1988-92
Telephone: (217) 333-0260

TARGET OF TRAINING: Undergraduate or graduate students in early childhood and early childhood special education.
TRAINING PROGRAM: The training program combines a developmental orientation with systematic teaching technology. The project will offer two options, designed around a common set of standards, which lead to a master's degree and to Approval in Early Childhood Special Education. Option 1 is a BA/MED combination, spanning two undergraduate and one graduate year and culminating in a Master's of Education in Early Childhood Education, Type 02 certification, and Approval in Early Childhood Special Education. Coursework will be integrated across Early Childhood Education and Early Childhood Special Education (ECSE), with the majority of advanced courses in ECSE, as well as the ECSE practicum, occurring in the final year. Option 2 offers a one-year graduate program culminating in a master's degree in Early Childhood Special Education. Students who already hold or are eligible for Type 02 or Type 10 certification in Illinois also will obtain Approval in Early Childhood Special Education. Option 1 will be phased out after the second year of the project.

Program to Train Leaders in Applied Research for Handicapped Infants and Young Children

Leadership Personnel Grant
Director: Richard Brinker
Fiscal Agency: University of Illinois (Chicago, IL)

Funding Period: 1988-93
Telephone: (312) 413-1563

TARGET OF TRAINING: Occupational and physical therapists pursuing a doctorate in Special Education with a focus on research in the development of infants and young children with handicaps; and doctoral students from special education, regular education, psychology, social work, public health, or computer science.

TRAINING PROGRAM: The program will provide interdisciplinary training in research techniques designed to meet the national need for leadership in training early intervention professionals. The project will draw on the collective expertise of hospital treatment clinics, early intervention programs, family support systems, and infant development research laboratories, but will emphasize the development of a new type of researcher-practitioner. The program will apply an apprenticeship model utilizing interdisciplinary faculty and training, and will include an internship at the Early Intervention Program and at the University Affiliated Program. A major goal is to train students in research techniques and their application to individual cases across time, and to develop more individual case designs.

Project BABIES: Best Approaches for Building Skills of Infant Education Specialists

Special Educators Grant
Director: Kathleen Shank
Fiscal Agency: Eastern Illinois University (Charleston, IL)

Funding Period: 1989-92
Telephone: (217) 581-5315

TARGET OF TRAINING: Persons holding full-time staff positions in Early Childhood Special Education programs, who wish to upgrade their professional skills in working with infants and toddlers, birth through age 2 years, with or at risk for handicapping conditions, and their families.

TRAINING PROGRAM: The project will implement a multidisciplinary, competency-based personnel preparation program utilizing a family systems training approach. Students will complete a minimum of 19 semester hours specific to early childhood special education, 6 semester hours in core requirements of the special education department, 8 semester hours in College of Education basic foundation course requirements, and 210 clock hours of intense practicum experiences. The program structure is flexible, allowing students to complete course requirements in either day-long or weekend format and providing practica at sites within the student's regional area. Practica will be individualized via a competency-based needs assessment administered at the beginning of the program. Training leads to a Master of Science in Education degree.

Project LINKS: Linking Interagencies and New Knowledge Systems

Newborn/Infant Personnel Grant
Director: Carol Mardell-Crudnowski
Fiscal Agency: Northern Illinois University (Dekalb, IL)

Funding Period: 1987-90
Telephone: (815) 753-8424

TARGET OF TRAINING: Full-time graduate students with an undergraduate degree in human and family resources, communication disorders, early childhood education, special education, or adapted physical education; and employed trainees with similar educational backgrounds.
TRAINING PROGRAM: The project offers specialized training for infant interventionists in providing special education and related services within the family constellation to handicapped newborns, infants, and toddlers. Training emphasizes competency-based instruction and field-based experiences, and employs a transdisciplinary approach that links university departments, collaborative public agencies, and direct service units. Trainees must have competencies in the areas of normal and atypical development, working with families of infants with special needs, working with other professionals and agencies, assessment of development and learning in young children, intervention skills, and administration of infant intervention programs. The training program offers a one-year option for full-time students and a two-year option for employed trainees, and leads to a master's degree in special education and Illinois approval for early childhood special education.

Preparation of Personnel to Provide Long-Term Special Education and Related Services to Infants and Children with Handicaps

Newborn/Infant Personnel Grant
Director: Rachel Stark
Fiscal Agency: Purdue University (West Lafayette, IN)

Funding Period: 1988-91
Telephone: (317) 494-3788

TARGET OF TRAINING: Special educators, early childhood education specialists, and speech-language pathologists .
TRAINING PROGRAM: The project offers a masters-level preservice training program that will prepare trainees to provide direct and indirect services to newborn and infants children with handicaps. The three-year program offers intensive field-based experiences and a core of specially designed university courses, in addition to the regular coursework required by students' respective departments. Training will focus on provision of long-term special education and related services, but some exposure to short-term treatment in the intensive care nursery will be included to provide trainees with greater breadth of knowledge. Training will address team decision-making and the design of individual interventions. The program will prepare graduates to provide resources and consultation to regular education personnel and families of children with severe handicaps, and, to some extent, to nurses and physicians.

Project CONNECT: Early Childhood Special Education Teacher Education

Special Educators Grant
Director: Kathleen McCartan
Fiscal Agency: Iowa State University (Ames, IA)

Funding Period: 1989-93
Telephone: (515) 294-8957

TARGET OF TRAINING: Students in early childhood special education.
TRAINING PROGRAM: The project will augment the existing undergraduate certification program in early childhood special education to prepare personnel to work with young handicapped children, birth to age 6 years. In addition, it will address the needs of nontraditional, off-campus students by developing and implementing a delivery system to meet the needs of these students. Program requirements include coursework and supervised practica offered off-campus. The project will monitor students' progress towards and completion of certification, and their job placement and performance. Successful completion of the program leads to Endorsement in Early Childhood Special education from the Iowa Department of education.

Training of Professional Personnel in Preschool Communication Disorders

Special Educators Grant
Director: John Folkins
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1989-92
Telephone: (319) 335-8718

TARGET OF TRAINING: Masters-level students in speech/language pathology.
TRAINING PROGRAM: The project will provide a specialized track within the existing master's degree program in speech/language pathology that focuses on the needs of preschool children with severe communication disorders. Students will complete a minimum of 38 semester hours of coursework and over a two-year period. Training will emphasize courses in child language disorders, preschool education, and child development, and at least 12 semester hours of practica in the model classroom. The classroom, which is located at the university, is run and staff by the Area Education Agency, which coordinates special education for the public school system, and serves as a model of service delivery to preschoolers with communication disorders. During practica, students will act as speech-language clinicians, under the supervision of the training program. Training will lead to a Master of Arts degree in Speech/Language Pathology.

Training of Professional Personnel in Speech-Language Pathology and Audiology

Special Educators Grant
Director: John Folkins
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1987-90
Telephone: (319) 335-8718

TARGET OF TRAINING: Graduate level students in speech-language pathology and audiology.
TRAINING PROGRAM: The project will offer a two-year masters-level training program to prepare speech-language pathologists and audiologists to meet the following objectives: serving the needs of children with communicative disabilities; serving the needs of children who are deaf and who have received a cochlear implant prosthesis; serving the needs of preschool children, age 3 to 5 years, with severe communication disorders; and providing special information about assistive devices to families of children with hearing losses.

Model for Outreach Training in Infant Intervention

Special Projects Grant
Director: Nancy L. Peterson
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92
Telephone: (913) 864-4954

TARGET OF TRAINING: Professionals in early childhood special education who are already working with handicapped or at-risk infants and toddlers or who wish to move into job position working with this population.
TRAINING PROGRAM: The project will develop a specialized training sequence for personnel interested in working with infants and toddlers with disabilities, including young children (under age 5 years) with severe/multiple disabilities whose developmental levels are commensurate with that of an infant. The outreach training model builds upon previous curricula for training infant interventionists and will be designed to upgrade the skills and overall expertise of employed professional in early childhood special education. The project will reorganize and expand the current curriculum into new course formats to address specific trainee needs. The project will develop delivery formats that allow rapid training of large numbers of personnel to work with handicapped infants and their families, and of persons who can train others. Training will be delivered in locations and on schedules that give better access to persons at remote locations throughout the state. To accommodate the needs of individuals whose full-time employment typically restricts their willingness or ability to handle additional workloads, curriculum content will be provided in smaller segments or "mini-courses."

Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant — Funding Period: 1989-94
Director: Mabel Rice — Telephone: (913) 864-4570
Fiscal Agency: Child Language Program, University of Kansas (Lawrence, KS)

TARGET OF TRAINING: Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech and language pathology.
TRAINING PROGRAM: The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children. The training program is sponsored by the Graduate Program in Child Language, the Department of Human Development and Life, and the Department of Speech-Language-Hearing: Sciences and Disorders.

Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals

Related Services Grant — Funding Period: 1989-94
Director: W. Merle Hill — Telephone: (913) 357-5156
Fiscal Agency: Kansas Association of Community Colleges (Topeka, KS)

TARGET OF TRAINING: Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.
TRAINING PROGRAM: The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and provide technical assistance to community colleges in identified midwestern states to adapt or adopt the preservice model. Specialized training will be provided for paraprofessionals in specific priority topic areas, including technology, behavior management, severe health problems, legal and ethical issues, and communication skills.

Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings

Low-Incidence Grant
Director: Barbara Thompson
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1989-92
Telephone: (913) 864-4594

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a program prepare certified early childhood special education teachers to work in integrated early intervention programs with young children with severe and profound multiply handicapping conditions, including deaf-blindness. The project will increase the number of trainees in the general Early Childhood Special Education Program and in the dual teacher certification/masters degree program in Early Childhood Special Education (EC-SPED) and the Severe, Profound, Multiple Handicaps and Deaf-Blind (SPMH/D-B) area. Special coursework and experiences will be directed toward the development of competencies in assessment, planning, and implementation strategies required for a broad range of applications of assistive technology needed by students to increase control over their lives; maximize their participation in home, school, and community environments; and enhance inter-actions with family and peers. Materials and practica will include competencies for integrating young children with severe/profound handicaps into both mainstream community day care and preschool programs, and cross-categorical reverse mainstream early childhood special education programs. Course materials will address assessment procedures related to behavioral state, procedures for working with students who require medical procedures, and procedures and precautions for working with student who have potentially communicable diseases.

Cross-Disciplinary Preparation in Infant and Family Intervention (CPIFI)

Newborn/Infant Personnel Grant
Directors: Mark Wolery & Judith Page
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90
Telephone: (606) 257-4713

TARGET OF TRAINING: Graduate students with undergraduate degrees in special education and related disciplines.
TRAINING PROGRAM: The project offers specialized training in infant intervention to prepare personnel to provide appropriate educational services to infants with handicaps and their families, or to provide consultation and training related to infant intervention. The training program will emphasize cross-disciplinary preparation, involving four departments (Special Education; Family Studies; Health, Physical Education and Recreation; and Nursing). It includes a specialized focus on infant development and intervention, and family structure, dynamics, and intervention. Training is offered cooperatively through the Schools of Education, Home Economics, and Nursing.

Developmental and Behavioral Disorders (DBD) Project

Special Educators Grant
Directors: David Gast & Mark Wolery
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90
Telephone: (606) 257-4269

TARGET OF TRAINING: Graduate students from a variety of disciplines, including special education, physical therapy, human development, regular education, communication disorders, psychology, and nursing.
TRAINING PROGRAM: The training program emphasizes cross-disciplinary preparation and is designed to prepare personnel to provide educational and related services to preschoolers with developmental and behavioral disorders, and older children with severe developmental and behavioral disorders. All students in the DBD program will take coursework in special education and communication disorders, and will enroll in didactic and/or practicum coursework in the following departments, depending upon their major and area(s) of concentration (e.g., motor disabilities, severe communication disorders, micro-technology, transition, family theory/dynamics): Physical Therapy; Family Studies; Health Physical Education, and Recreation; Rehabilitation; Psychology; or Social Work. Required practica address direct service provision (assessment, instruction, behavior management), consultation and personnel training, and evaluation. An applied research thesis is required. The two-year program leads to a master's degree in Special Education.

Training Rural Educators in Kentucky (TREK)

Rural Special Projects Grant
Director: John Schuster
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1989-92
Telephone: (606) 257-8594

TARGET OF TRAINING: Masters-level students with undergraduate degrees in special education and related fields (e.g., family studies, social work, recreational therapy, psychology).
TRAINING PROGRAM: The project will provide graduate level programs in Early Childhood Special Education and Severely/Profoundly Handicapped designed to meet the needs of educators in rural areas of Appalachia Kentucky. Training is designed to prepare preservice personnel from a variety of fields to teach infants, toddlers, children, and youth with developmental disabilities who reside in rural areas. The programs will meet the requirements of existing programs at the University of Kentucky, but instruction will occur during fall and spring semesters in rural sites located at least 75 miles from Lexington. During the summer sessions, students will have the option of enrolling in courses on campus or off campus. The focus of the training program is on providing educational services in rural areas to children with developmental disabilities. Coursework and practica are designed for students in rural areas. In addition, a new course in Special Education Service Delivery in Rural Areas will be offered.

Competency-Based Graduate Interdisciplinary Training for Infant Specialists

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Suzanne Poulton — Telephone: (504) 568-4301
Fiscal Agency: Louisiana State University Medical Center (New Orleans, LA)

TARGET OF TRAINING: Graduate students in special education, occupational therapy, and other related service disciplines.
TRAINING PROGRAM: The project offers an interdisciplinary program of nine infant specialization courses jointly planned, implemented, evaluated, and staffed by education, health service, and medical personnel. The program offers competency-based coursework in infant development; family and ecological systems; medical conditions and management; measure-ment; screening, assessment, and evaluation; behavioral observation; service delivery models; curriculum approaches and methods; infant intervention; and applied research. Practicum experiences also are provided. Students in occupational therapy who complete the program receive a Masters of Health Sciences degree, with a clinical skills emphasis in infant inter-vention. Students in special education and related service disciplines can elect the infant specialization as part of their graduate program. Project staff will produce and disseminate interdisciplinary training materials and develop a student resource library reflecting exemplary services and research in infant intervention.

Project TIE

Infant/Toddler Personnel Grant — Funding Period: 1989-93
Director: David Sexton — Telephone: (504) 286-6609
Fiscal Agency: University of New Orleans (New Orleans, LA)

TARGET OF TRAINING: Masters-level students in special education, occupational therapy, physical therapy, and speech/language therapy.
TRAINING PROGRAM: The project will offer an interdisciplinary training program that is jointly planned, implemented, evaluated, and staffed by education, allied health, and related services personnel. Project TIE is grounded in the philosophy that a collaborative interdisciplinary approach is essential to the training of a competent infant educator. Training consists of 27 to 30 hours of graduate coursework in special education and 6 to 9 hours of coursework in specialized Allied Health coursework. The program is designed to provide a balance between didactic experiences and opportunities to acquire and apply skills in naturalistic settings via practica and observational techniques. Information will be presented through lectures, discussions, independent readings, direct observations, and hands-on experiences in clinical and educational settings that serve infants with handicaps and their families. Students will receive either an M.Ed. or an M.A. degree in special education, with a concentration in infant/toddler/family education. The program is designed to prepare infant educators to meet the many service role demands at the local, state, and national levels.

Infant Specialist Training Program

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Paula Beckman — Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)

TARGET OF TRAINING: Students seeking a master's degree or advanced graduate specialist certification in special education, with a specialization in the area of infant intervention; and students in other disciplines who seek training and experience in working with handicapped and at-risk infants and their families.
TRAINING PROGRAM: The project is designed to meet the need in Maryland for qualified personnel who have been trained to work with at-risk and handicapped infants, birth through age 2 years. The training program has a multidisciplinary emphasis, with students drawn from a variety of disciplines, including special education, nursing, occupational and physical therapy, applied developmental psychology, speech, human development, and social work. A multidis-ciplinary approach is reflected in coursework and field placements in both educational and medical settings. Training emphasizes working closely with families. Additional specialized training outside the University of Maryland is available through externships tailored to the specific interests and training needs of students.

Interdisciplinary Inservice Training Model for Early Intervention

Special Projects Grant — Funding Period: 1989-92
Director: Camille Catlett — Telephone: (301) 897-5700
Fiscal Agency: American Speech-Language-Hearing Association (ASHA) (Rockville, MD)

TARGET OF TRAINING: Teams of professionals, which include speech-language pathologist, occupational therapist, physical therapist, and early childhood special educator.
TRAINING PROGRAM: The project will develop a training program to prepare interdisciplinary teams of professionals to provide appropriate services to infants and toddlers with special needs and their families. The project will develop a package of instructional materials, including videotapes, slides, and manuals, and field-test the materials using a trainer-of-trainers model. As many as 51 integrated programming teams, drawn from the 50 states and the District of COlumbia, will attend a training institute designed to a) provide instruction in the design and implementation of infant, toddler, and family services within the context of the integrated programming teams, and b) provide the team with the skills procedures, and instructional materials for training other teams. Each team will return to its home state prepared to train at least five additional teams. Evaluation of instructional strategies, materials, and project impact will be conducted throughout the project. The project represents a collaborative effort among six national professional organizations: ASHA, the Council the Exceptional Children, the National Association of State Directors of Special Education, the American Physical Therapy Association, the American Occupational Therapy Association, and the Parent Educational Advocacy Training Center. Additional collaboration with state lead agencies for the birth-to-2 population will enable training to be conducted in the most cost-effective manner.

Master's Program in Early Childhood Special Education

Special Educators Grant
Director: Paula Beckman
Fiscal Agency: University of Maryland (College Park, MD)

Funding Period: 1989-94
Telephone: (301) 454-2118

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The program will prepare students to work with mildly, moderately, and severely handicapped children, birth through age 5 years, in a variety of educational environments. Training is provided through a combination of coursework, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from handicapping conditions; assessment of child development and needs; distinctions in the programming needs of different age groups (infants, toddlers, preschoolers); and development of appropriate interventions. Personnel will be prepared to establish and maintain data-based instructional programs; work with a variety of support personnel (e.g., physical therapists, physicians, speech therapists); work directly with parents; and serve as case managers, as needed. Options within the program allow students to emphasize particular areas of expertise.

Birth through Seven Training Grant

Special Educators Grant
Director: Catherine Marchant
Fiscal Agency: Wheelock College (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 734-5200, X160

TARGET OF TRAINING: Graduate students from various undergraduate backgrounds, including early childhood education, nursing, psychology, and occupational therapy.
TRAINING PROGRAM: The training program expands the existing master's degree program in education to emphasize family issues, including the family system, individual needs of family members, the role of parents in providing services to their children, and effective parent-professional cooperation. The program will offer students in early intervention, preschool special needs, and child life a specialization or focus on families by strengthening the family focus in existing coursework and identifying family-related courses as electives. Two faculty positions will be added: a family specialist, who will supervise family work occurring in practicum settings; and an adjunct faculty position for a parent of a special needs child, who will co-teach and consult in identified courses.

Birth-to-Three Training Grant

Newborn/Infant Personnel Grant
Director: Catherine Marchant
Fiscal Agency: Wheelock College (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 734-5200, X160

TARGET OF TRAINING: Graduate students who are training for positions in early intervention programs to work with infants with special needs and their families.
TARGET OF TRAINING: The training program is an expansion of the existing preservice program at Wheelock College, which offers cross-disciplinary training with a focus on educational and medical collaboration in delivering developmental services to at-risk newborn and infant children. The existing program provides 40 credits of coursework and practicum leading to a master's degree. The Birth-to-Three Training Grant extends this program by offering a specialization with greater course emphasis on the family. A family specialist supervises family work occurring in practicum settings, and a parent of a child with special needs co-teaches several courses and provide consultation. The expanded focus is designed to help students understand the transactional relationships among child, family, and intervention professionals; the nature of the family system, as well as individual needs of family members; the role of parents in providing intervention services to their children; and effective communication between professionals and parents.

Early Childhood Educational Audiology

Special Educators Grant
Director: E. Harris Nober
Fiscal Agency: University of Massachusetts (Amherst, MA)

Funding Period: 1988-91
Telephone: (413) 545-0551

TARGET OF TRAINING: Graduate students with a speech-hearing background and teachers of the deaf.
TRAINING PROGRAM: The project will prepare students as early childhood educational audiologists (ECEAs) to serve at-risk infants and preschoolers, birth to age 5 years. The program stresses more actively integrated roles for audiologists in the child's very early formative years, continuity of a development program for the infant, and ongoing support and guidance to the family. Training will focus on students' skills in early identification employing neurophysiologic and electrophysiologic assessment techniques; early intervention strategies; parental guidance and family program counseling; alternative educational management proto-types; technological and computer-assisted instrumentation and computer management applica-tions; aural rehabilitation innovations (such as cochlear implants, digital aids, vibrotactile displays, and speech synthesizers); and participation on interdisciplinary service teams. The current master's program in communication disorders will be expanded with additional course-work programmed into the January breaks and summer periods, and expanded field placements.

Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention

Leadership Personnel Grant — Funding Period: 1989-94
Director: Sharon Cermak — Telephone: (617) 353-2727
Fiscal Agency: Sargent College of Allied Health, Boston University (Boston, MA)

TARGET OF TRAINING: Doctoral-level students in occupational and physical therapy.
TRAINING PROGRAM: The project will offer training to prepare occupational and physical therapists for leadership positions in advanced clinical practice, research, and teaching in entry-level and graduate professional programs. The three-year program will emphasize the knowledge and theory underlying intervention with handicapped infants, toddlers, preschoolers, children, and youth, and their families. This focus on early intervention and therapy in the public schools will be incorporated within the pediatric specialization of its interdisciplinary doctoral program in therapeutic studies, leading to a Doctor of Science degree. The program will provide in-depth study combined with research experiences in the area of pediatrics. Students in the program will be trained to assume leadership roles as professional educators, advanced practitioners, consultants, researchers, and administrators.

Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures

Special Populations Grant — Funding Period: 1989-92
Directors: Ena Vazquez-Nuttall & Karin Lifter — Telephone: (617) 437-2485
Fiscal Agency; Northeastern University (Boston, MA)

TARGET OF TRAINING: Masters-level students from minority cultures with backgrounds in school psychology and early childhood special education.
TRAINING PROGRAM: The project will offer preservice training to prepare minority school psychologists and special educators to work with multicultural/bilingual preschoolers and to provide role models. Students in the program will graduate with a C.A.G.S. or masters degree, respectively. Students in special education will complete the state-approved moderate or severe special needs certification program; students in school psychology will complete the two-year, state-approved certification program. In addition to the regular requirements of these programs, students in both programs will enroll in two new shared courses with extensive field-based training components: Preschool Psychoeducational Assessment, and Issues in Providing Services to Minority Handicapped Preschoolers. School psychology students also will take a course in Therapies for Preschool and Young Children. Teaching and direct provision of psychological services to minority handicapped preschoolers will be further discussed during several internship and practicum seminars. Students will be placed for fieldwork in school systems with substantial numbers of handicapped minority preschoolers and, where possible, under the supervision of minority practitioners. The internship/practica will focus on practical issues encountered in assessment, teaching, and therapy. Personnel from Counseling Psychology, Rehabilitation, and Special Education Programs will offer the program.

Central Michigan University Preschool Language Program

Special Educators Grant — Funding Period: 1987-90
Director: Robert McLauchlin — Telephone: (571) 774-3471
Fiscal Agency: Central Michigan University (Mt. Pleasant, MI)

TARGET OF TRAINING: Graduate students with undergraduate backgrounds in communication disorders.
TRAINING PROGRAM: The project offers a community-based, multidisciplinary approach to preparing speech-language pathologists to work with communicatively handicapped infants. The 15-month master's program provides academic and practicum experiences. Preparation focuses on the consulting role of speech-language pathologists, and emphasizes extensive involvement of parents and guardians in the identification and remediation of communicatively handicapped infants and preschool children.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant — Funding Period: 1989-92
Director: Samuel Meisels — Telephone: (313) 747-1084
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

TARGET OF TRAINING: Doctoral-level students with bachelor's degree with certification or master's degree in education or psychology. Students enrolling must have classroom experience with young children and children with special needs.
TRAINING PROGRAM: The project will provide leadership training with a strong emphasis on applied developmental psychology and educational research. The program will include two to three years of coursework and at least two years of research and research-based dissertation work, leading to a Ph.D. Students will complete coursework in early childhood special education, applied developmental psychology, and policy analysis. Practica and field assignments will follow an apprenticeship model, where students will work on faculty-directed research projects related to early childhood special education.. Students will be provide with a broad range of educational, practica, and research experiences that will prepare them for leadership positions as college teachers, researchers, program specialists, and policy analysts in early childhood special education.

Preparing Dually-Trained Teachers for Visually Handicapped Learners - Early Childhood Emphasis

Special Educators Grant
Director: Lou Alonso
Fiscal Agency: Michigan State University (East Lansing, MI)

Funding Period: 1989-93
Telephone: (517) 355-1871

TARGET OF TRAINING: Masters-level students in education of the visually impaired.
TRAINING PROGRAM: The project will offer preservice training to prepare teachers to serve the needs of blind and visually handicapped infants, toddlers, children, and youth. The project is designed to provide students with multiple competencies and certifications, so that they may teach a broad range of visually handicapped learners having a wide range of needs and abilities. Students will enroll full-time in a program leading to a masters degree in education of the visually handicapped. Each student will further specialize in one of the following emphases: early childhood; orientation and mobility; or deaf-blind or otherwise severely multi-impaired, visually handicapped learners. Competency-based objectives will be evaluated using an Advisory Panel Evaluation Model. Regional and national cooperation with state departments of education and with local public and residential schools is an important consideration of the program.

Training of Speech-Language Pathologists: Special Emphasis on Oral Language and Reading

Special Educators Grant
Director: Michael Casby
Fiscal Agency: Michigan State University (East Lansing, MI)

Funding Period: 1988-91
Telephone: (517) 353-8780

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The training program provides a comprehensive and integrated speech-language pathology and reading curriculum to train students to work with preschool language-impaired and communicatively handicapped children. The curriculum offers a broad-based program in speech-language pathology, a special education course in child language disorders, and a series of six courses in reading development and disorders. The program leads to a master's degree in Speech-Language Pathology and certification as a teacher of the speech-language impaired.

Child Abuse Prevention: An Innovative Model for Early Childhood Professionals

Special Projects Grant
Director: Paula Goldberg
Fiscal Agency: The PACER Center, Inc. (Minneapolis, MN)

Funding Period: 1990-92
Telephone: (612) 827-2966

TARGET OF TRAINING: Teachers, aides, early childhood coordinators, day care providers, public health nurses, related services personnel, and parents.
TRAINING PROGRAM: PACER (Parent Advocacy Coalition for Educational Rights), a coalition of disability groups in Minnesota, will develop a training program related to the issues of child abuse and children with disabilities, birth through age 5 years. The project has three levels of services. Level I--Information and Dissemination: PACER will develop a 20-page booklet dealing with child abuse as it affects children, birth through age 5 years, with emphasis on children with disabilities. Level II--Training of Early Childhood Professionals, Teachers, Parents, and Other Interested Persons: PACER will develop a training model on child abuse recognition and intervention, emphasizing the relationship of child abuse and disabilities, for teachers and other personnel who work with young children. The project will conduct two day-long workshops each year, and will offer four 3-hour inservice sessions. Level III--Replication and Training of Special Education Teachers and Other Early Childhood Professionals: PACER will adapt the specialized model on child abuse for replication with personnel and parents in rural settings. The project will offer three to four inservice sessions, and will prepare an outline, transparencies, and other materials to enable school districts and other groups across the state to replicate the training model for educators.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Children with Handicaps

Newborn/Infant Personnel Grant
Director: Scott McConnell
Fiscal Agency: University of Minnesota (Minneapolis, MN)

Funding Period: 1988-91
Telephone: (612) 624-6365

TARGET OF TRAINING: Graduate students from preservice training programs in special education and seven related service fields: educational psychology, speech/language pathology, social work, public health, nursing, physical therapy, and occupational therapy.
TRAINING PROGRAM: The project will develop an interdisciplinary early intervention training program that focuses on developing competencies for working with children, birth to age 3 years, who may be at risk or have developmental delays, and with their families. Courses will be developed to address critical issues in providing interdisciplinary services. Training will include an early intervention overview, instruction in applied interdisciplinary approaches, a weekly seminar, and practicum experience in an agency that takes an interdisciplinary approach to working with infants and toddlers with handicaps, and their families. Professors from each of the eight discipline areas who have expertise in early intervention will form an interdisciplinary Core Faculty with responsibility for planning, arranging, and supervising practica.

Transdisciplinary Training of Leadership Personnel in Early Intervention for Infants with Critical Needs and Their Families

Leadership Personnel Grant — Funding Period: 1987-90
Director: Ann Riall — Telephone: (601) 266-5163
Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

TARGET OF TRAINING: Doctoral level graduate students in special education, psychology, counseling psychology, and speech and hearing sciences.
TRAINING PROGRAM: The program provides interdisciplinary, competency-based training to prepare leadership personnel to develop, deliver, and evaluate services for infants who have established or potential handicapping conditions, and their families. In addition to meeting doctoral requirements in their respective departments, students must complete 15 semester hours of UAP didactic and clinical training for a concentration in early intervention. Practica settings include Head Start, medical centers, child development centers, public schools, specialized university clinics, and departments of health. Basic competencies are incorporated into four core courses: Children at Risk, Families of the Developmentally Disabled, Assessment of At-Risk Handicapped Children (0-5), and Intervention Procedures for Handicapped Children (0-5).

Transdisciplinary Training of Personnel to Provide Early Intervention Services to Newborns/Infants and Their Families

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Jane Siders — Telephone: (601) 266-5163
Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

TARGET OF TRAINING: Graduate students in the nursing, social work, special education, psychology, counseling psychology, speech and hearing sciences, family life studies/home economics (child development), and institution management (nutrition) at the University of Southern Mississippi.
TRAINING PROGRAM: The project provides a masters-level transdisciplinary training program to prepare personnel for direct intervention roles in service delivery to children with critical needs, birth to age 3 years, and their families. Students attend project courses and receive credit through their home department. Training is designed to fit the needs and demographic characteristics of the birth-to-3 population in Mississippi, and offers field-based clinical and educational experiences. The project also will work to strengthen linkages among university departments, and between the university and state and community service providers, parent organizations, and the State Development Grant in Early Intervention.

Deaf Education--Early Childhood Specialty

Special Educators Grant — Funding Period: 1989-92
Director: Harold Meyers — Telephone: (417) 836-5368
Fiscal Agency: Southwest Missouri State University (Springfield, MO)

TARGET OF TRAINING: Masters-level students with a undergraduate degree and certification in early childhood, elementary, or secondary education; special education, or communication disorders. Efforts will be made to recruit minority students.
TRAINING PROGRAM: The project will incorporate into the existing M.A. program in Communication Disorders an early childhood component, focusing on the 3-to-5 population and emphasizing early childhood and deaf education. The 36-semester hour major in education of the hearing-impaired will cover 15 months, beginning in summer session. Entering students must have completed five prerequisites: child development, language development, child and family counseling, psychosocial implications of hearing impairment, and basic audiology. In addition to coursework, students will complete 50 clock hours of practicum and a minimum of 300 clock hours of student teaching in on-campus classrooms or in integrated and regular classrooms in local schools, preschools, or day care programs. Students seeking early childhood credential must complete the full major. Students also have the option of national certification in early childhood and deafness.

Early Childhood Communication Special Education Program

Special Educators Grant — Funding Period: 1989-92
Director: Lin Welch & Jim Wilson — Telephone: (816) 429-4606
Fiscal Agency: Central Missouri State University (Warrensburg, MO)

TARGET OF TRAINING: Masters-level students in speech-language pathology and audiology, who have undergraduate background in communication disorders.
TRAINING PROGRAM: The program will offer training to prepare personnel to work with communicatively handicapped children, age 3 to 5 years. The interdisciplinary program is a specialty area of the 36 to 41-semester hour masters' degree in speech-language pathology and audiology. Training will combine coursework with practicum experiences at the university's preschool language program classroom and externships in the community. Graduates will have mastered specific competencies for serving the preschool population, and will fulfill requirement for certification by the Missouri Department of Elementary and Secondary Education, licensure by the Missouri Board of Registration for the Medical and Healing Arts, and ASHA certification of clinical competence in Speech-Language Pathology or Audiology.

Master's Level Preparation of Speech/Language Pathologists in Early Childhood Special Education

Special Educators Grant
Director: Donald Brennan
Fiscal Agency: St. Louis University (St. Louis, MO)

Funding Period: 1987-90
Telephone: (314) 658-2244

TARGET OF TRAINING: Graduate students with undergraduate degrees in communi-cation disorders.
TRAINING PROGRAM: The program offers an interdisciplinary approach, which includes academic training, clinical experiences, guest lectures, and linkages to local early childhood organizations, in order to provide students with the skills and competencies necessary for assessment and educational management of preschool children with handicaps. Intensive educational and clinical experiences are provided at the Early Childhood Learning Center prior to practica assignments. Students take 18 hours of coursework in child language and cognitive development, and develop dissemination materials as part of their academic training. Two two half-year practica are required, one on-campus and one off-campus, in programs serving preschool children with a variety of handicapping conditions, including severe and multiple handicaps and low-incidence conditions. These practica emphasize the interdisciplinary cooperation needed for quality evaluation and management of these children.

Parent/Infant Program for Hearing-Impaired Children

Infant/Toddler Personnel Grant
Director: Marjorie L. Harrington
Fiscal Agency: Southwest Missouri State University (Springfield, MO)

Funding Period: 1989-92
Telephone: (417) 836-6508

TARGET OF TRAINING: Masters-level students in education of the hearing-impaired, who have undergraduate backgrounds in communication disorders, elementary or secondary education, psychology, or related service fields.
TRAINING PROGRAM: The program is designed to address teacher shortages in the field of education of the hearing-impaired and to expand the program to serve the birth-to-2 population in a home-based infant/parent program. Training leads to a master's degree. Students will enroll in coursework over 15 months, concurrently with their field experience placement. Each student will work with the family of a hearing-impaired infant during twice-weekly home visits. During one week each month, the parents and child will come to the clinic where their interactions will be videotaped to provide feedback for parents and additional training for students. The program offers opportunities for parents to enroll in sign classes at the university, and part of the weekly visits will address sign skills, especially vocabulary related to home activities. Parents will be expected to participated in the parent education program, with monthly meetings that include parents of hearing-impaired preschoolers.

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Director: Ted Maloney — Telephone: (406) 243-5467
Fiscal Agency: University Affiliated Program Satellite, University of Montana (Missoula, MT)

TARGET OF TRAINING: Graduate students in education, psychology, social work, speech therapy, physical therapy, and nursing.
TRAINING PROGRAM: The Project will offer an Early Intervention Specialty program to teach students in a variety of human services disciplines the basic skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with handicaps, and their families. Students may enroll in one of two tracks leading either to Early Intervention Specialist Certification or to certification and a masters degree in Interdisciplinary Studies. Interdisciplinary competencies will be addresses through five core courses: Typical Infant and Family Development; Atypical Infant and Family Development; Program Planning and Assessment of Infants, Toddlers, and Families; Intervention with Infants, Toddlers, and Families, and Program Evaluation; and Community Service Delivery: Multi- and Transdisciplinary Team Approaches. Each course will include practical applied experiences, and an intensive practicum will follow the completion of the core courses. Training will address provision of services in rural areas, and will meet Montana's requirements for certification of professionals providing early intervention services.

Montana Rural Early Intervention Training Program for School Psychologists

Rural Special Projects Grant — Funding Period: 1988-91
Director: Richard Vanden Pol — Telephone: (406) 243-5344
Fiscal Agency: University of Montana (Missoula, MT)

TARGET OF TRAINING: Graduate students in psychology and special education.
TRAINING PROGRAM: The project will train school psychologists to work with young handicapped children and their families in rural or remote communities in Montana. Students will be trained to provide direct, consultative, and case management services to children, families, and agencies. The competency-based program will incorporate three new graduate courses into the required School Psychology curriculum: Rural Early Intervention School Psychology; early intervention practica in campus- and community-based special education preschools and early intervention programs; and a full-time internship in a rural.remote or reservation program serving young Native American children with special needs. Internship placements will be coordinated with staff and faculty from Western Montana College's Rural Education Institute and Salish-Kootenai Tribal College. Training will lead to a masters degree, with options for earning the Educational Specialist degree and certification as School Psychologist.

School Psychology/Interdisciplinary Infant/Toddler Specialization

Related Services Grant
Director: Susan Epps
Fiscal Agency: Meyer Rehabilitation Institute (Omaha, NE)

Funding Period: 1989-92
Telephone: (402) 559-5762

TARGET OF TRAINING: Masters-level students in school psychology.
TRAINING PROGRAM: The project will develop an educational and practicum sequence in handicapped and at-risk infant/toddler specialization for students in school psychology programs. Training will emphasize an interdisciplinary perspective and will include didactic coursework and pro-seminars, and supervised, competency-based practicum experience in community, hospital, and clinic settings. The courses and pro-seminars will be available to students from other degree programs. Students will develop competencies in five general areas: assessment, intervention techniques, consultation and collaboration, medically fragile infants and toddlers, and family needs and services.

Project NETWORC (Nevada Educational Television Working Out in Rural Communities)

Special Projects Grant
Director: Marilyn Walter
Fiscal Agency: Nevada Department of Human Resources (Sparks, NV)

Funding Period: 1987-90
Telephone: (702) 789-0284

TARGET OF TRAINING: Graduate and undergraduate students in early childhood special education and related fields, such as occupational therapy and nursing.
TRAINING PROGRAM: The project has three goals: 1) to develop and disseminate a training delivery system model which incorporates state-of-the-art telecommunications technology to deliver educational courses in rural Nevada; 2) to develop and field-test at three rural pilot sites a four-course training cycle of educational telecourses which meet the require-ments for the State Early Childhood/Special Education Endorsement; and 3) to replicate the model at rural training sites. The inservice/preservice training program will use state-of-the art telecommunications technologies, as well as videos and FAX, to prepare professionals to work with handicapped young children in rural areas. The four-course, 12-credit training cycle will provide a general overview, and courses focusing on assessment, families, and curriculum. Students will be licensed as Early Childhood Special Education Rural Providers.

Preparation of Early Development Specialists (PEDS)

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Bruce Mallory — Telephone: (603) 862-2310
Fiscal Agency: University of New Hampshire (Durham, NH)

TARGET OF TRAINING: Graduate students in special education, occupational therapy, physical therapy, nursing, and social work.
TRAINING PROGRAM: The project will expand the current master's program in Early Childhood Special Needs, a 42-credit program that prepares teachers and related services personnel to work with preschool children with educational handicaps. The PEDS component will add coursework and a year-long internship addressing the needs of children, birth to age 3 years, who have been diagnosed as handicapped or at risk for development impairments. The program will emphasize the role of the Early Development Specialist in supporting families during development of the individualized family service plan; provision of treatment through transdisciplinary approaches, with the Early Development Specialist as primary service provider; and the importance of collaboration between educators and pediatricians in the treatment of very young children at biological or medical risk. The project will identify competencies for the Early Development Specialist; produce and disseminate a training manual; and provide on-site technical assistance to six early intervention programs.

Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Directors: Glenn VanEtten & Pauline Turner — Telephone: (505) 277-5018 or -4535
Fiscal Agency: College of Education, University of New Mexico (Albuquerque, NM)

TARGET OF TRAINING: Masters-level personnel in speech therapy, occupational therapy, day care, education, and related fields. Most participants are currently employed.
TRAINING PROGRAM: The project will offer training a master's degree in either Counseling and Family Studies, or Special Education, with a specialization in Early Intervention. Since most of the participants are employed, training is provided through evening classes. Students without an undergraduate background in education will be required to complete 9 semester hours of prerequisites before beginning the masters program. Students in special education will complete 42 semester hours; students in Counseling and Family Studies will complete 45 semester hours. A minimum of 8 semester hours of practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

Instructional Practice in Urban Settings with Families and Infants with Disabilities

Infant/Toddler Personnel Grant — Funding Period: 1989-92
Director: Kay Ferrell — Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)

TARGET OF TRAINING: Masters-level students in education.
TRAINING PROGRAM: The project will train personnel to be teachers of and advocates for infants with or at risk for handicapping conditions or developmental disabilities, within urban settings. The 60-semester hour program will lead to a Masters of Education degree; students who already hold a masters degree in special education may transfer up to 30 credits toward completion of the M.Ed. Training will emphasize family and community education, urban education, multicultural issues, and socioeconomic/demographic issues of urban communities. The program will combine coursework and practicum experiences in hospital settings dealing with children, birth to age 2 years, with a variety of handicapping conditions, especially AIDS, drug dependency, and chronic illness. The curriculum of the Program in Instructional Practice in Urban Settings with Families and Infants and Disabilities will be revised, with the goal of achieving a better match between competencies taught and competencies needed today in the field. The project also will develop a resource book for teachers working with HIV babies which will address what precautions, if any, are needed.

Interdisciplinary Training in Family-Focused Infant Intervention

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Ansley Bacon — Telephone: (914) 285-8204
Fiscal Agency: Westchester County Medical Center (Valhalla, NY)

TARGET OF TRAINING: Professionals who are currently employed in programs or services for children, birth to age 3 years, with or at risk for developmental disabilities; and who hold a bachelor's, master's, or specialist degree in one of the following fields: special education, early childhood education, speech pathology, nutrition, occupational therapy, physical therapy, nursing, social work, or psychology.
TRAINING PROGRAM: The program will offer specialized training in each of four major course areas: interdisciplinary infant assessment; family assessment and the development and implementation of the individualized family service plan; provision of case management services; and planning for effective transitions to preschool programs. The two-semester program will provide 280 hours of clinical training, formal coursework, and supervised practicum experiences. Coursework will be provided at the Mental Retardation Institute (MRI) and will be taught by faculty from education, health, and related disciplines. Practicum experiences at MRI will be supplemented by a series of structured observations in center- and home-based community programs. Students will receive a diploma in Interdisciplinary Family-Focused Infant Services, which may serve as partial credit toward a master's in public health degree.

Masters Program in Early Childhood Special Education

Special Educators Grant — Funding Period: 1989-92
Director: Kay Ferrell — Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: Teacher's College will revise its program to prepare early childhood special educators to address the heterogeneous needs of young exceptional children, including the increasing proportion who are medically fragile, and the wide range of service settings. Changes will occur in four areas. Students will be given the option of a special education focus in sensory impairments, gifted handicapped, or nonsensory disabilities. The project will implement, evaluate and disseminate a new curriculum responding to national and state certification requirements and population trends, and will add a course on working with families of infants, toddlers, and preschoolers with disabilities. A pre-practicum seminar will provide students with an opportunity to practice such techniques and strategies as positioning and handling, suctioning, feeding, CPR, first aid, and data collection. The practicum in educational assessment will be enhanced to include working within a multidisciplinary team.

Masters Program in Education of Blind and Visually Impaired Learners with a Preschool Emphasis

Special Educators Grant — Funding Period: 1987-89
Director: Kay Ferrell — Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY)

TARGET OF TRAINING: Graduate students with and without undergraduate degrees in education.
TRAINING PROGRAM: The project will augment the current program for teachers of blind and visually impaired students at Teachers College by offering an early childhood specialization that prepares personnel to provide early intervention for infants, preschoolers and their families. The program leads to a Masters of Arts degree and New York State certification as a teacher of the blind and visually impaired with an early childhood endorsement. The project will conduct a national survey on competencies needed by teachers of blind, visually impaired, and multihandicapped infants and preschoolers. A Project Advisory Committee, composed of parents, practitioners, administrators, and early childhood special education experts will construct the survey and develop a competency-based curriculum. The project also will conduct a national training seminar for faculty from university programs on the curriculum and its incorporation into professional preparation programs.

Occupational Therapy: Intervention Preservice Training Program

Related Services Grant — Funding Period: 1989-91
Director: Jim Hinojosa — Telephone: (718) 270-2324
Fiscal Agency: SUNY Health Science Center at Brooklyn (Brooklyn, NY)

TARGET OF TRAINING: Occupational therapists at the undergraduate and graduate levels.
TRAINING PROGRAM: The project is designed to prepare occupational therapists with the skills to provide appropriate, quality early intervention services to handicapped infants and toddlers and their families in Brooklyn. The training program includes two interrelated training phases. The primary objective of the first phase is to provide occupational therapy supervisors with advanced methods necessary to supervise and train occupational therapy students in early intervention services. The second phase involves a 12-week didactic and clinical experience to prepare occupational therapy students to provide family-centered intervention based on an Individualized Family Service Plan and to work in partnership with other professionals in providing appropriate interventions.

Preparation of Special Educators: Upgraded M.A. in Hearing Impairment - Teacher as Researcher

Special Educators Grant — Funding Period: 1989-92
Director: Robert Kretchmer — Telephone: (212) 678-3880
Fiscal Agency: Teacher's College, Columbia University (New York, NY)

TARGET OF TRAINING: Masters-level students in the Program in the Education of the Hearing Impaired at Teacher's College.
TRAINING PROGRAM: Teacher's College will expand its preservice program from 32 credits (one calendar year) to 45 credits (two academic years) in order to ensure that students keep abreast of the rapid explosion in knowledge related to hearing impairment (e.g., the organization and use of English and American Sign Language, cognitive psychology, information processing, and social psychology). Fifteen additional hours of subspecialization in preschool, elementary, or secondary education or another area of special education will be added. Students will be instructed in research methodologies.

Preparation of Speech-Language Pathologists and Educational Audiologists at the Masters Level

Special Educators Grant — Funding Period: 1987-89
Director: Edward Conture — Telephone: (315) 443-9648
Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

TARGET OF TRAINING: Speech-language pathologists and audiologists.
TRAINING PROGRAM: The project offers an academic/clinical masters-level training program to prepare students to work with communicatively handicapped young children. Students trained in speech-language pathology will gain specialized skills appropriate for working with infants and preschoolers, in addition to their broad-based education in speech pathology. Audiology students will acquire knowledge and skills appropriate for working with hearing-impaired and communicatively handicapped children in school settings. Audiology training is provided through a new educational audiology track in the current masters program. The program will require 36-42 credit hours of academic coursework and 150 supervised clinical hours.

Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds

Special Populations Grant — Funding Period: 1989-92
Director: Claudette B. Lefebvre — Telephone: (212) 998-5605
Fiscal Agency: New York University (New York, NY)

TARGET OF TRAINING: Undergraduate students in therapeutic recreation.
TRAINING PROGRAM: The project will address the need for culturally competent therapeutic recreation specialists to meet the needs of handicapped and at-risk infants, toddlers, children, and youth from diverse ethnic and cultural backgrounds. Students will be trained to 1) meet the play, recreation/therapeutic recreation, and socio-leisure needs of these children; 2) serve as advocates for and "culture brokers" between culturally diverse service recipients and service providers in a variety of educational and treatment settings; 3) identify training practices that effectively bridge gaps between awareness and understanding of cultural issues and the demonstration of culturally appropriate behaviors in programming and delivery of services; 4) conduct status and needs assessment surveys specific to a) cross-cultural training processes, practices, procedures, and resources utilized in higher education programs in recreation and leisure studies, and b) the perceived needs and priorities for cross-cultural training among therapeutic recreation/child life specialists working in the urban NYC metropolitan area; 5) enhance cross-cultural networking and support relationships among higher education programs, students, practitioners, and agencies serving the handicapped; and 6) prepare and disseminate learning resources that enhance cultural competence among practitioners and facilitate delivery of culturally relevant services to special groups of children.

Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury

Special Educators Grant — Funding Period: 1989-92
Director: Nancy Russell — Telephone: (716) 878-5306
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)

TARGET OF TRAINING: Speech/language pathologists at the master's level.
TRAINING PROGRAM: The project will address the need for qualified educational personnel to work with children, birth through age 21 years, who survive moderate to severe traumatic brain injury (TBI) and are left with intellectual impairments that affect their integration into schools, family, community, and, eventually, the job market. Particular attention will be paid to the incidence of TBI in children birth to age 5 years (150 per 100,000 population). The training program will prepare speech language pathologists to serve as specialists/case managers for the TBI population in medical and educational settings, including preschool programs. The professional training in speech/language pathology provides a sound foundation for working with the cognitive, linguistic, and motor speech problems that result from neurological insult and affect educational reintegration. Training will consist of three lecture courses and three clinical and educational practica related to state-of-the-art information on TBI. Students will receive instruction on both the neurological sequelae and the educational demands of TBI. Graduates will be prepared to facilitate the transition of TBI handicapped children from medical treatment to educational programs, and to act as case managers in order to provide continuity and monitoring of education reintegration programs.

Preservice, Multidisciplinary Model for Training Nurses in the NICU

Special Projects Grant — Funding Period: 1989-92
Director: Virginia Wyly — Telephone: (716) 878-6027
Fiscal Agency: State College of Buffalo (Buffalo, NY)

TARGET OF TRAINING: Nurses in neonatal intensive care units (NICUs), nursing faculty of academic training programs, and related NICU health professionals.
TRAINING PROGRAM: The project will develop, implement, refine, and evaluate a multidisciplinary training-of trainers, preservice training model for nurse care professionals who work in the neonatal intensive care unit (NICU). Training will emphasize the need for psychosocial interventions for infants and families in the NICU and facilitation of parent-infant interactions. Trainees will receive intensive training in the Nurse-Parent Training Curriculum, developed in a previous project, which addresses three content areas: The Nurse in the NICU, the Infant in the NICU, and the Family in the NICU. These trainees in turn may act as trainers within their own school or hospital unit. Model activities will take place in three phases: Phase I--Planning, Development, and Field Test; Phase II--Training; and Phase III--Evaluation and Dissemination. Evaluation of the training model will focus on its effectiveness in meeting project objectives and on attainment of training competencies. The preservice model, refined curriculum, and program products will be made available to hospitals, nursing schools, and other professional training programs.

Family and Infant Specialist Training Program

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Carl Dunst — Telephone: (704) 433-2825
Fiscal Agency: Western Carolina Center (Morganton, NC)

TARGET OF TRAINING: Special education teachers and allied professionals at the graduate level.
TRAINING PROGRAM: The training program will consist of a four-course sequence as a special strand of the master's degree program in early childhood special education. Course topics will address infant development; family functioning; assessment of infants, families, and the community; early intervention and family support; and the ecology of early intervention. Coursework will be provided within the context of a direct service program serving infants with handicaps and their families. An apprenticeship/tutelage model will be used to train students in the competencies identified as crucial for a Family and Infant Specialist. After training, students will be able to function as specialists serving infants and families in a variety of service settings, including home, center, and clinic.

Graduate Training in Infant Intervention

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

TARGET OF TRAINING: Graduate students with backgrounds in special education and health-related fields.
TRAINING PROGRAM: The project provides a comprehensive training program for students committed to working with handicapped newborns, infants, and their families. The training program offers two options. The Clinical Training Program, a one-year program leading to a master's degree in special education, is clinically focused, with coursework and practica designed to prepare infant interventionists to work with children and families in a variety of settings. The Leadership Training Program is a two-year program emphasizing leadership skills necessary to work effectively in diverse health care, education, and mental health service systems. Graduates of the second option receive master's degrees in both special education and maternal and child health. Both options involve coordinated, interdepartmental training in special education and maternal and child health, with additional coursework in physical therapy and speech and hearing sciences. The two-year option requires a minimum of two years of prior professional experience in a related field. The program recognizes the transactional nature of infant development, and takes a systems approach to child and family.

Interdisciplinary Training in Early Intervention

Leadership Personnel Grant
Director: Rune Simeonsson
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

Funding Period: 1989-94
Telephone: (919) 962-5579

TARGET OF TRAINING: Doctoral students with academic or practical experience in education, psychology, or allied health areas (including occupational and physical therapy), who show promise for leadership in early intervention. Special efforts will be made to attract minority candidates.
TRAINING PROGRAM: The project will offer an interdisciplinary training program to prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention for handicapped infants, toddlers, and young children, and their families. The program offers a strong research core in infancy and early childhood, and family services. Students will complete pursue an area of concentration and a minor area related to early intervention. Training will include required coursework in the home department, common courses, and applied experiences in clinical and research settings. Practica settings include clinical sites, preschools, early childhood centers, and school-related health settings. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. in Special Education for education and allied health students, and in School Psychology for psychology students.

Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus

Special Educators Grant
Director: Joanne Roberts
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

Funding Period: 1989-92
Telephone: (919) 966-7164

TARGET OF TRAINING: Speech-language pathologists at the master's level.
TRAINING PROGRAM: The project will provide training to prepare speech-language pathologists to with handicapped infants, toddlers, and preschoolers. The training program will consist of 9 semester hours of specialized coursework and three semesters of specialized practicum experiences in early intervention, in addition to the core coursework and practica required by the Speech-Language Pathology program. Settings for clinical experiences include a university clinic, hospital clinic, developmental evaluation center, public school, home-based program, and day care center. The objectives of the training program are 1) to expand skills and knowledge related to working with handicapped children, birth through age 5 years; 2) to expand knowledge and skills in early childhood development, early childhood special education, and the critical components of effective early intervention programs; 3) to expand skills and knowledge in viewing and working with children with handicaps from a broad systems perspective involving both children and their families; 4) to expand knowledge and skills in integrating social, communicative, cognitive, and motor objectives within and across activities and in the effective use of generalization strategies; and 5) to increase awareness of the resources available from other disciplines and promote skills needed to intervene in an interdisciplinary context.

Training Regular and Special Educators to Use Natural Language Training Strategies in Early Intervention

Special Projects Grant — Funding Period: 1987-90
Director: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

TARGET OF TRAINING: Early childhood special educators, regular educators, and day care staff.
TRAINING PROGRAM: The project will develop an empirically grounded training program to train educators to incorporate natural language training strategies into early intervention programs. Ten self-contained training modules for use in both preservice and inservice settings will be developed: 1) Creating a Communicative Environment, 2) Commenting on Events, 3) Responding to Communication Attempts, 4) Expanding Children's Utterances, 5) Maintaining Topics and Taking Turns, 6) Using Delays and Placing Desirables Out of Reach, 7) Using Novel or Unexpected Events, 8) Prompting Communication with Peers and Adults, 9) Responding to the Communication Functions of Undesirable Behaviors, and 10) Putting It All Together. Speci-fic competencies have been identified for each module. Training will utilize a multi-media approach, including videotapes, written materials, and verbal presentations. Repeated opportunities for skill practice will be provided, in response to written stimuli, in response to videotaped stimuli, through role-playing, and in interactions with young children. Directors of early intervention and day care programs will be trained to provide training to their staff.

Doctoral and Post Doctoral Training for Leadership Roles Focusing upon Infants and Children with Severe Handicaps

Leadership Personnel Grant — Funding Period: 1987-89
Director: Philippa Campbell — Telephone: (216) 633-2055
Fiscal Agency: Family-Child Learning Center (Tallmadge, OH)

TARGET OF TRAINING: Doctoral level students from education and related disciplines.
TRAINING PROGRAM: The doctoral component of the training program addresses competencies for teaching and service, research and scholarship, and assessment and programming content and procedures. Students will acquire 1) a basic understanding of developmental, anatomical, and physiological processes of human behavior; 2) skills in assessing behavior and implementing appropriate learning programs for infants and children with severe or multiple handicaps; 3) skills necessary for professional teaching and service activities; and 4) skills necessary for conducting research relative to infants and children with severe or multiple handicaps. The postdoctoral component is designed to enhance skills for scholarly research or for conducting professional training activities.

Early Childhood/Special Needs Emphasis--Birth-Two Years Infant/Newborn Specialist Option

Special Educators Grant
Director: Philippa Campbell
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)

Funding Period: 1989-94
Telephone: (216) 633-2055

TARGET OF TRAINING: Masters-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).
TRAINING PROGRAM: The project will provide interdisciplinary, field-based training to provide personnel with the competencies necessary to provide high quality direct services for infants with or at risk for handicaps, and their families. Training employs an institutional and inter-departmental collaborative design that includes several colleges and departments at Kent State University and several department of Childen's Hospital Medical Center of Akron. Students will complete 35 semester hours of coursework, field-based training, and research that constitute the requirements for the Early Childhood Special Needs Emphasis--Infant/Newborn Specialist Option. Full-time trainees will complete a minimum of 600 clock hours and part-time trainees will complete a minimum of 160 clock hours of field-based training at the Family Child Learning Center. This internship is designed to provide hands-on experiences and to demonstrate direct application of information acquired through formal coursework. Training leads to an M.A. degree in special education (41 hours total), or an M.Ed. degree in early childhood or Special education (up to 50 hours total). The infant specialization coursework may also be integrated into other degree requirements (e.g., M.S. in Nursing).

Interdisciplinary Early Childhood Graduate Training Project

Special Educators Grant
Director: Phillip Safford
Fiscal Agency: Kent State University (Kent, OH)

Funding Period: 1989-92
Telephone: (216) 672-2477

TARGET OF TRAINING: Masters-level students in early childhood special education, speech and language pathology, audiology, and adaptive physical education/motor development.
TRAINING PROGRAM: The project will offer field-based interdisciplinary training to prepare early childhood special educators, speech pathologists and audiologists,and adaptive physical education teachers to employ team approaches in early intervention with preschool children with handicaps. Specially designed coursework will focus on three sets of competencies: competencies appropriate to students' respective disciplines, competencies in the application of that discipline to young children with handicaps, and competencies in interdisciplinary team processes and interdisciplinary modes of service delivery. The trainees, along with parents, will form early intervention teams to 1) provide integrated programming for children with handicaps within the preschool program (the Family Child Learning Center) which also enrolls nonhandicapped children, and 2) facilitate transition and provide resource support for children moving from that program to public school and mainstreamed community preschool settings. Other students from the disciplines represented will benefit through direct participation in coursework in which trainees are enrolled; observation and other short-term practica participation with trainees in both the field practicum site and in programs to which children are transitioned; and anticipated institutional impact, in the form of curricula with interdisciplinary training focus.

Interdisciplinary Leadership Training in Early Intervention

Leadership Personnel Grant
Director: Philippa Campbell
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)

Funding Period: 1989-94
Telephone: (216) 633-2055

TARGET OF TRAINING: Doctoral students with previous training in physical or occupational therapy, speech pathology, school psychology, early childhood education, or special education.

TRAINING PROGRAM: The project will offer interdisciplinary training to prepare leaders in early intervention who will be able to a) design and administer programs for infants and toddlers with disabilities, and their families; b) develop and implement inservice training programs for interdisciplinary early intervention personnel; and c) conduct program evaluation, policy, intervention, and other types of research. Training is competency-based and includes extensive and varied opportunities for experiential and mentorship-based learning, coordinated with formal coursework. The program is flexible, and builds upon students' previous academic and work experiences and future career goals. The project features inter-institutional, inter-departmental collaboration among the various department fo Children's Medical Center of Akron and the seven colleges and departments of Kent State University. Following completion of program competencies, students will receive a Ph.D. degree in speech pathology, school psychology, or special education.

Personnel Preparation - Newborns, Infants and Toddlers

Newborn/Infant Personnel Grant
Director: William McInerney
Fiscal Agency: University of Toledo (Toledo, OH)

Funding Period: 1988-91
Telephone: (419) 537-2284

TARGET OF TRAINING: Special education, early education, and elementary school teachers, and nursing and related services personnel who are working with infants and young children.

TRAINING PROGRAM: The project offers a multidisciplinary graduate level program for professionals who will provide early intervention services to infants and young children with or at risk for developmental disabilities. The training program will include a minimum of 48 hours of coursework and 100 hours of practicum, leading to a master's (M.Ed.) or education specialist (Ed.S.) degree. Academic coursework and practicum training experiences will be offered in such topics as infant/toddler development, medical aspects of the neonatal and pediatric intensive care units (NICUs and PICUs), atypical motor development, medical care issues, family intervention and support training, interdisciplinary team training, and models of related services. Training will be provided by a variety of service professionals, including special educators, occupational therapists, physicians, and nurses. Practicum placements will be available in NICUs and early intervention programs.

Education and Related Services to Newborn and Infant Handicapped Children

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Carol Bunse — Telephone: (503) 838-1220, X391
Fiscal Agency: Oregon State System of Higher Education--Teaching Research (Monmouth, OR)

TARGET OF TRAINING: Students enrolled in programs leading to a teaching certificate and/or master's degree in special education; and professionals currently working in early intervention.
TRAINING PROGRAM: The preservice training program prepares personnel to meet the needs of handicapped infants, birth to age 3 years, and their families in home-based, toddler, and preschool programs. A cooperative effort between the Teaching Research Division and Western Oregon State College, the program enables students to acquire an area of concentration in early intervention as part of their teacher certification and/or degree program, and enables employed professionals to gain new or update existing skills in the area of early intervention. Training employs a multidisciplinary focus, and includes materials and consultation from the Coalition in Oregon for Parent Education in the area of family support and services. The new program will be added to the existing special education program at Western Oregon State College.

Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant — Funding Period: 1989-94
Directors: Diane Bricker & Jane Squires — Telephone: (503) 686-3568
Fiscal Agency: University of Oregon (Eugene, OR)

TARGET OF TRAINING: Masters-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech therapy, medicine, specialized recreation, and related fields.
TRAINING PROGRAM: The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary coursework and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a Master of Arts in Special Education, with optional handicapped certification.

Leadership Training in Early Intervention

Leadership Personnel Grant
Directors: Diane Bricker & Jane Squires
Fiscal Agency: University of Oregon (Eugene, OR)

Funding Period: 1989-94
Telephone: (503) 686-3568

TARGET OF TRAINING: Doctoral students with backgrounds in education, allied health, and related disciplines.
TRAINING PROGRAM: The project will offer prepare personnel to provide leadership in the area of infants and young children, birth who are handicapped or at risk, and their families. The program has three objectives: 1) preparing students to become experts in program, development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development for children with special needs and their families; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for children with special needs and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in Special Education.

Training of Parent-Infant Specialists for Hearing-Impaired and Multiply Handicapped Children

Newborn/Infant Personnel Grant
Director: Nancy Rushmer
Fiscal Agency: Infant Hearing Resources (Portland, OR)

Funding Period: 1988-91
Telephone: (503) 279-4206

TARGET OF TRAINING: Graduate-level professionals, including certified and experienced teachers of the deaf, speech/language pathologists, audiologists, special educators, and early childhood specialists.
TRAINING PROGRAM: The program is designed to prepare professionals to be parent-infant specialists who will develop and supervise programs for hearing-impaired and multiply handicapped children, birth to age 4 years, and their families. Training will be provided through coursework, seminars, observations, and practicum experiences, including an on-site practicum that enables students to work daily with infants and parents over an 8-month period. Topics addressed include program development and administration; habilitation of hearing-impaired infants and preschoolers; transdisciplinary programming; the medically at-risk infant; the family's NICU experience; transitioning between medical and rehabilitative settings; working with ethnic minorities; parent counseling and education; and inservice training of professionals. Students may earn a master' degree or receive Parent-Infant Specialist: Hearing Impaired certification. The training program is a revision and expansion of an existing parent-infant specialist training program.

Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers

Special Educators Grant — Funding Period: 1989-92
Directors: Diane Bricker & Ilsa Schwarz — Telephone: (503) 686-3568
Fiscal Agency: University of Oregon (Eugene, OR)

TARGET OF TRAINING: Masters-level students with undergraduate degree in communication disorders, some undergraduate training in communicative disorders, or experience working with children with communicative disorders.
TRAINING PROGRAM: The project will train professionals to work with young children, birth to age 5 years, who have mild to severe communicative disorders. The five-quarter program will offer coursework in early childhood and speech-language sciences, and practica in a variety of settings, including on-site classrooms, integrated community day care, and home- and center-based programs. The program is a joint effort between the Communicative Disorders Department and the Early Intervention Department.

Empirical Early Interventionist Program

Special Educators Grant — Funding Period: 1989-92
Directors: Jack Neisworth & Lisa Schneider — Telephone: (814) 863-2280
Fiscal Agency: Special Education Department, Penn State University (University Park, PA)

TARGET OF TRAINING: Masters-level students from a variety of undergraduate backgrounds, including special education, elementary education, school psychology, related health fields, and humanities.
TRAINING PROGRAM: The program will train personnel as interventionists to serve preschool children with handicaps, especially in integrated settings. The program is based is on an existing competency-based early intervention program, and combines coursework, practica, and supervised work with families in the home. For each major course there is an accompanying lab or pre-practicum. During the summer, students will complete an extensive practicum/-internship that is matched to specific career interests. Practicum sites include children's hospitals, Head Start programs, the Philadelphia Early Childhood Evaluation Center, and local preschools operated by Easter Seals and ARC. Students interested in a motor focus have an option to complete a practicum through the Family Child Learning Center in Ohio. Students also will work with a family in the home during the academic year, providing needed services, including needs assessment and IFSP planning. Ten hours per week will be spent providing assistance on university research projects related to early intervention. Training emphasizes the interrelationship of clinical and research roles, and leads to an M.Ed. or M.S. in Special Education. Graduates will be prepared to serve early childhood populations in a variety of settings utilizing an empirical (behavioral/data-based) approach.

Master's Degree Training in Early Childhood Special Education

Special Educators Grant
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1989-92
Telephone: (215) 787-6018

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will provide training leading to an M.Ed. in Special Education, targeted at preschool populations, with an option for earning teacher certification. Students who received certification through their undergraduate training will enroll in 36 hours of coursework and practica; students without certification will be required to complete 48-50 hours of coursework and practica. Practicum sites include various early intervention programs in the Philadelphia area. Students who have no experience working with nonhandicapped preschoolers will spend part of their practicum working with this population. The program is based on the certification standards for early childhood special education developed by the National Association of State Directors of Teacher Education and Certification. Graduates will be equipped to take positions as teachers, program specialists, and consultants in service systems providing education to handicapped children, age 3 to 5 years.

Preparation of Infant Special Educators

Newborn/Infant Personnel Grant
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1988-91
Telephone: (215) 787-6018

TARGET OF TRAINING: Special educators, especially those working in early intervention programs; and professionals from child care, elementary education, and psychology backgrounds who seek to be certified on the basic level.
TRAINING PROGRAM: The program is designed to prepare specialists to provide services to handicapped and at-risk newborns and infants and their families in day care centers, homes, hospitals, early intervention programs, and social service agencies. Graduates of the program will receive a master's degree in special education, but will take courses in several areas of study. Core faculty of the program include a special educator, a developmental psychologist, and a neonatologist. Students will be expected to complete 270-280 hours of practicum experiences and a master's project addressing some aspect of intervention or development of handicapped infants.

Preparation of Occupational Therapists to Provide Related Services within Special Education Settings to Infants and Toddlers with Handicaps and Their Families

Related Services Grant — Funding Period: 1989-92
Director: Janice Burke — Telephone: (215) 928-8010
Fiscal Agency: College of Allied Health Sciences, Thomas Jefferson University (Philadelphia, PA)

TARGET OF TRAINING: Masters-level occupational therapists.
TRAINING PROGRAM: The project will develop a training program to prepare occupational therapists to provide services to infants and toddlers with handicaps, using a culturally relevant, family-centered, interdisciplinary approach. Training will focus on the integration of knowledge and skills in understanding the child and family within the context of the special education/early intervention system. Trainees will be trained to view intervention as an interdependent process combining educational, medical, social, humanistic, and organizational ideas. Learning is structured in a spiral of complexity, and combines coursework, practica, and seminars. Graduates will show competence in the areas of assessment, treatment, consultation, and collaboration. Faculty and lecturers, representing the interdisciplinary early intervention team (special educators, physicians, occupational therapists, speech therapists, physical therapists, nurses, social workers, family members, caregivers, and community members), will participate in lectures, practica, and seminars to ensure that trainees are exposed to the multi-faceted nature of early intervention. Training will lead to a Master of Science Degree in Occupational Therapy, with a specialization certificate in Early Intervention.

Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families

Infant/Toddler Personnel Grant — Funding Period: 1989-93
Director: Susan K. Effgen — Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)

TARGET OF TRAINING: Masters-level students in pediatric physical therapy.
TRAINING PROGRAM: The program offers a Master of Science degree in pediatric physical therapy at Hahnemann University. Training includes 48 semester hours of work in the basic sciences, physical therapy evaluation and intervention, family therapy, and research processes. Students will complete a supervised clinical practicum working with infants and toddlers who have a wide range of handicapping conditions. The program's emphasis is on training clinical specialists to assist infants and toddlers with handicaps to achieve their maximum potential and enhance the family's ability to meet their child's special needs. Graduates will be prepared to provide services in a variety of settings serving infants and toddlers with handicaps, and to work as members of a multidisciplinary or transdisciplinary team. They also will serve as role models for other physical therapists and will have the knowledge and skills necessary to serve as practicum supervisors and educators. Evaluation includes student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Student input concerning the program also is sought.

Preparation of School-Based Pediatric Physical Therapists

Related Services Grant
Director: Susan K. Effgen
Fiscal Agency: Hahnemann University (Philadelphia, PA)

Funding Period: 1989-93
Telephone: (215) 448-4970

TARGET OF TRAINING: Masters-level physical therapists.
TRAINING PROGRAM: The project will offer specialized advanced training for pediatric physical therapists who will work with young children with handicaps.
Students will enroll in at least 48 semester hours of work in the basic sciences, advanced pediatric physical therapy evaluation and intervention, statistics, research design, courses specific to employment in educational environments, and a thesis relevant to pediatric physical therapy in an educational environment, as well as clinical practicum experience in a school with children having a wide range of handicaps. Evaluation will include student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Training is designed to prepare students as clinical specialists for handicapped children, role models for other physical therapists, and practicum supervisors and educators for future generations of physical therapy students. Masters students will be required to provide inservice training at various educational facilities, practicum sites, and professional meetings in order to share their advanced level of skills and knowledge with others. Training will lead to a Master of Science in Pediatric Physical Therapy.

Preservice Training in Early Childhood Special Education

Special Populations Grant
Director: Eloina Rodriguez
Fiscal Agency: University of Puerto Rico (Rio Piedras, PR)

Funding Period: 1989-92
Telephone: (809) 764-0000, Ext 2263

TARGET OF TRAINING: Undergraduate students in the special education program who are in their third year of undergraduate studies.
TRAINING PROGRAM: The project will offer an upper level undergraduate preservice training program to prepare teachers to work with young children, age 3 to 5 years, with handicaps. The program will consist of a 22-credit sequence of courses and practicum. Training is designed to a) enhance the development of handicapped preschoolers and minimize their potential for developmental delay; b) minimize the need for special education and related services for these children when they reach school age; c) minimize the likelihood of institutionalization for these children; d) maximize the potential for independent living; and e) enhance the capacity of families to meet their children's special needs. The project will lead to the institutionalization of a sub-specialization in Early Childhood Special Education at the University of Puerto Rico.

Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas

Special Projects Grant — Funding Period: 1989-94
Directors: Cordelia Robinson & Robbie Kendall — Telephone: (803) 323-2244
Fiscal Agency: Human Development Center, Winthrop College (Columbia, SC)

TARGET OF TRAINING: 1) Personnel working with young handicapped children in rural school districts who do not meet qualifying criteria for Early Childhood Special Education or are diagnostic or administrative staff who wish to obtain background in working with children with disabilities; 2) professionals working in community settings, such as community health nurses, child care personnel, Head Start staff, special services personnel, and developmental therapists (physical therapists, occupational therapists, speech pathologists), who currently serve or will serve young children with disabilities; and 3) undergraduate or masters-level students in such disciplines as special education, early childhood education, physical education and recreation, school psychology, social work, and nutrition.
TRAINING PROGRAM: The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with handicapped young children and their families. The specialized coursework will be offered in rural communities throughout South Carolina on an inservice training basis. Employed trainees may be working toward a specific degree or certification criteria. The project will offer a three-course sequence of specialized content experiences related to working with handicapped and at-risk infants and preschoolers and their families, and will provide ongoing resource assistance a telementoring process.

Preparation of Special Educators

Special Educators Grant — Funding Period: 1988-91
Director: Hiram L. McDade — Telephone: (803) 777-4813
Fiscal Agency: University of South Carolina (Columbia, SC)

TARGET OF TRAINING: Graduate students in audiology and speech-language pathology.
TRAINING PROGRAM: The project will modify the academic curriculum and clinical practicum experiences of the Department of Communicative Disorders to provide participants with a special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. During the first year of the project, the Department will develop new and expand existing interdisciplinary diagnostic clinics and pragmatically based early intervention programs. These programs will be designed to train graduate students to work with young handicapped children and their families and to work collaboratively with professionals from other disciplines. The second and third years of the project will focus upon recruitment of graduate students and evaluation of the program's impact.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant — Funding Period:1989-94
Director: Ann Kaiser — Telephone: (615) 322-8186
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

TARGET OF TRAINING: Doctoral-level students who have a master's degree in education or a related field, and at least two years of etaching experience.
TRAINING PROGRAM: The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in three areas: research, teacher training, and social policy. The program is a subset of the larger Special Education program, with heavy emphasis on research, methodology, and empirical studies. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues (e.g., families, speech/language, social policy). Students will teach college-level courses and serve as mentors for incoming masters-level stduents. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations. Training will draw on faculty and professional staff from a wide variety of academic and early education settings. An innovative aspect of the program is the use of a "Junior Colleague" training model to facilitate development of professional skills by minimizing the distinction between student status and faculty in research activities. The program will encourage student involvement in professional orgnaizations and activities, such as conference presentations and consultations.

Preparation of Early Childhood Special Educators

Special Educators Grant — Funding Period: 1989-92
Director: Sam Odom — Telephone: (615) 322-2249
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

TARGET OF TRAINING: Masters-level personnel from early childhood special education and related disciplines. Efforts will be made to recruit currently employed teachers in local school systems, especially in rural areas of Tennessee, who plan to return to their current positions after training is complete.
TRAINING PROGRAM: The project will develop a teacher training program related to current practices in early childhood special education. Supervisors of special education at local education agencies across the state will identify their needs for early childhood special education personnel and nominate teachers currently in their system for the training program. The 30-hour training program is designed to be completed within one year, and leads to an M.Ed. degree. Trainees will demonstrate competence in assessing infants and young children with disabilities, designing effective classroom environments, selecting appropriate service delivery models, working with parents, and applying new information as it becomes available in the field. Graduates will have the skills necessary to design and implement effective early childhood special education programs and evaluate the programmatic effects of children and parents. The project will conduct follow-up training for program graduates through an annual summer institute, based on employers' evaluations of the trainees and trainees' self-evaluations.

Rural Infant Intervention Specialist Project (RIISP)

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Dean Richey — Telephone: (615) 372-3555
Fiscal Agency: Tennessee Technological University (Cookeville, TN)

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The program employs an interdisciplinary model, with coursework and activities provided cooperatively by Early Childhood and Home Economics (Child and Family) Departments. The two-year training sequence combines coursework with field-based practica in a variety of settings involving both handicapped and nonhandicapped children. Particular emphasis is placed on the special concerns associated with planning, implementing, managing, and evaluating service delivery programs in rural, sparsely populated areas. The two-year training sequence leads to a master's degree in special education and is consistent with early childhood special education certification and program standards for Tennessee.

STEP: Special Training for Early Programming

Special Educators Grant — Funding Period: 1989-92
Director: Lynda Pearl — Telephone: (615) 929-5614
Fiscal Agency: Center for Early Childhood Learning, East Tennessee State University (Johnson City, TN)

TARGET OF TRAINING: Masters-level students in special education who wish to become infant specialists.
TRAINING PROGRAM: The program is a collaborative effort between the Center for Early Childhood Learning and Development and the Division of Special Education at East Tennessee State University, and leads to a master's degree in special education as an infant specialist. Training will emphasize 1) field experiences as critical to the success of training, 2) an interdisciplinary focus, 3) the importance of facilitating family involvement, and 4) in-depth understanding of the typical developmental sequence of infants as a way of contrasting and understanding atypical development. The project will use an interdisciplinary team of specialists from the fields of nursing, physical therapy, occupational therapy, speech/language therapy, and social work to plan competencies and/or team-teach portions of specific courses. Courses on assessment, curriculum, and medical aspects of early intervention will include the team teaching concept. Practicum sites will include Center for Early Childhood Learning and Development demonstration sites, other early intervention program sites which work with developmentally delayed and at-risk infants, and community programs for typically developing infants. Graduates will be prepared to assume positions as direct service providers and/or coordinators for programs working with delayed or at-risk children, birth through age 3 years.

Birth-to-Two Master's Field Outreach Program

Infant/Toddler Personnel Grant
Director: Keith Turner
Fiscal Agency: University of Texas (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161

TARGET OF TRAINING: Masters-level students with undergraduate training in early childhood education, child development, early childhood special education, nursing, occupational therapy, speech pathology, and psychology. Trainees may include currently employed teachers, therapists, and administrators who provide early intervention services to children, birth to age 2 years.

TRAINING PROGRAM: The 36 semester hour transdisciplinary training program has two components: a field-based program for employed professionals and a university-based program for fulltime students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters, and fulltime during two summer sessions. Students in the university-based program who lack field experi-ence will complete an additional six semester hours of practica focusing on the birth-to-two, three-to-six, and high medical risk populations. Training is designed to interface with hospitals on discharge and to promote transition to public school placements. Seven courses will be offered in the birth-to-two area and four in the three-to-six area. Training topics include assessment and medical interventions, parenting, interactional styles, multicultural issues, and curriculum, planning. The program is designed to promote an educational/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environment, in a manner that is consistent with child and family strengths and needs.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Director: Keith Turner
Fiscal Agency: University of Texas/Austin (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161

TARGET OF TRAINING: Personnel currently employed in early intervention programs; masters-level students in early childhood special education; and undergraduate students seeking special education certification.

TRAINING PROGRAM: The project will provide specialized training needed by early childhood special education personnel to work with children, birth through age 2 and age 3 to 6 years, with or at risk for handicaps. Both graduate training and generic certification objectives will be addressed. Field-based training leading to a master's degree will be provided for 10 to 15 students per year who are currently employed in birth-to-2 early intervention programs and who do not have access to specialized birth-to-6 early childhood special education training from colleges and universities in their area. Five to 10 students per year will receive university-based training with ten courses and practica experiences in the birth-to-2 and 3-to 6 areas, leading to a master's degree. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP), required under P.L. 99-457. The project will evaluate and disseminate training content and materials related to serving medically fragile infants and families; field-based university training; and least restrictive assessment and intervention.

Texas Tech Infancy Training Program

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Maury Martinez — Telephone: (806) 354-5433
Fiscal Agency: Texas Tech University Health Sciences Center (Amarillo, TX)

TARGET OF TRAINING: Special educators and related services personnel (nurses, occupational/physical therapists, speech/language therapists, psychologists) who will provide direct early intervention services to at-risk and handicapped infants.
TRAINING PROGRAM: The project has two goals: 1) to train infant stimulation personnel to conduct effective intervention programs for handicapped and at-risk infants in hospitals, pediatric clinics, community-based educational programs and other services agencies; and 2) to provide health professionals with an opportunity to participate with infant stimulation personnel in an interdisciplinary setting. Infancy trainees interact in clinical settings with a variety of health-related professionals and participate in a series of interdisciplinary seminars. Trainee competencies focus on assessment, intervention, integration, family support, and issues specific to minorities. The project will fund 15 full-time infancy traineeships through Texas Tech University's Department of Pediatrics; 180 nonpaid, part-time trainees also will participate in the infancy training seminar series and limited practicum experiences. The program will be evaluated using the Discrepancy Evaluation Model (DEM).

Training Specialists to Work with Handicapped Infants and Toddlers and Their Families

Infant/Toddler Personnel Grant — Funding Period: 1989-93
Director: Anne van Kleeck — Telephone: (512) 471-1928
Fiscal Agency: University of Texas (Austin, TX)

TARGET OF TRAINING: Graduate students in speech-language pathology, psychology, and child development.
TRAINING PROGRAM: The project will develop a specialized two-year training sequence that focuses on infants and toddlers with handicaps and their families and emphasizes an interdisciplinary approach both to professional training and to working with the handicapped. Training will emphasize working with handicapped children, birth to age 2 years, through interdisciplinary service models that incorporate family functioning with a general goal of empowering families. The competency-based curriculum and practicum experiences will draw on the expertise of faculty and staff from the Departments of Speech Communication, Educational Psychology, and Home Economics, as well as professionals from the community. Training will address key areas of normal infant/toddler development, handicapping conditions, the psychology of families, and models and skills of team collaboration. Students will be prepared to serve in a variety of roles, including infant interventionist, family consultant, and team collaborator.

Ph.D. Emphasis in Special Education

Leadership Personnel Grant
Director: Sarah Rule
Fiscal Agency: Utah State University (Logan, Ut)

Funding Period: 1989-93
Telephone: (801) 750-1987

TARGET OF TRAINING: Doctoral students with master's degrees in special education or related services fields.
TRAINING PROGRAM: The project will establish an early childhood special education emphasis within the existing doctoral program in the Department of Special Education. Students will be trained to prepare personnel; conduct research; develop and supervise intervention programs for preschool children with handicaps; and define policies and evaluate and administer programs at the state and local levels. Students may elect to specialize in the birth-to-2 or 3-to-5 population. Students will be required to complete required coursework, participate in research and other scholarly work, teach at the college level, and complete an extended internship in their area of specialization. Internship placements may involve working in service programs for infants or preschoolers, with ongoing research programs, or with state agencies engaged in policy development.

Proposal to Prepare Early Childhood Special Educators to Teach in the Least Restrictive Environment

Special Educators Grant
Director: Sarah Rule
Fiscal Agency: Utah State University (Logan, UT)

Funding Period: 1987-90
Telephone: (801) 750-1987

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education.
TRAINING PROGRAM: The project will prepare students to become certified early childhood special educators, at the bachelor's or master's level. The training program is organized into seven content areas: 1) normal and atypical growth and development; 2) assessment and skill evaluation; 3) service delivery--program and interagency resources; 4) instructional methods; 5) curriculum; 6) development and implementation of individual education programs and individual family service plans; and 7) parental communication and working with families. To acquire competencies in these areas, students will be required to complete courses in special education, psychology, family and human development, and elementary education. The project will develop two new courses: Early Education in the Least Restrictive Environment, and Tutorial and Group/Individualized Instruction in Early Education, course which incorporates videodisc simulations. Practicum sites will include mainstreamed and reverse mainstreamed classrooms.

Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457

Special Projects Grant — Funding Period: 1989-92
Director: Thomas Clark — Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)

TARGET OF TRAINING: Masters-level professionals working in home- or center-based early childhood or preschool programs. Participants have undergraduate backgrounds in special education, early childhood, physical therapy, social work, nursing, speech pathology and audiology, and related disciplines.
TRAINING PROGRAM: The project will offer an inservice training program to prepare personnel to work with young children, birth through age 5 years, with special needs. The project will develop five 3-semester-hour courses: Infant/Child Development; Atypical Child Development (Birth through Five); Interaction with Families; Program Implementation (Birth through Two)--Home-Based Programming; and Assessment of the Infant, Toddler, and Preschool-Aged Child with Special Needs. These courses will be taught in all regions of Utah through a six-hour on-site regional weekend session, twelve hours of home study, two ComNet sessions or on-site sessions, and a final six-hour on-site session. Each course will be developed by a curriculum development specialist and field-tested regionally. A program delivery specialist will assist in finalizing and packaging the inservice courses for use in regional inservice training and through Utah State University's extension program and preservice early childhood programs. The project is working closely with state agencies in determining personnel needs in Utah. The training credit may be applied toward a Master of Science degree in Special Education or Communicative disorders, and/or toward statewide certification in early childhood intervention.

Utah Early Intervention Personnel Preparation Project (UEIPP)

Infant/Toddler Personnel Grant — Funding Period: 1989-93
Director: Athlene Godfrey — Telephone: (801) 581-8274
Fiscal Agency: College of Nursing, University of Utah (Salt Lake City, UT)

TARGET OF TRAINING: Graduate students in with a bachelor's degree in nursing or undergraduate degree in special education, earlt childhood, social work, speech-language therapy, physical therapy, or psychology.
TRAINING PROGRAM: The project offer an interdisciplinary graduate degree program to train professionals in providing family-centered early intervention services to young children, birth to age 3 years, with or at risk for handicaps, and their families. During the first two years of the project, students will be recruited for the Early Intervention Specialty from either Parent-Child Nursing or Special Education. Education and nursing students will come together for a specialty track of interdisciplinary courses offered through the College of Nursing. Specific content areas addressed in the curriculum include family theory and assessment; parenting in the early years; normal development of infants and toddlers; atypical development as a result of handicaps or at-risk factors; assessment of development function; developmental and therapeutic approaches; interdisciplinary role and function; family-professional and team relationships; and legal, ethical, research, administration, and practice issues. Training leads to an MS in Nursing nursing students, and to an MS or M.Ed. in Special Education for students in education and related disciplines.

Early Childhood Special Education: Satellite Site

Special Educators Grant — Funding Period: 1987-90
Director: Karla Hull — Telephone: (802) 223-8766
Fiscal Agency: Vermont College, Norwich University (Northfield, VT)

TARGET OF TRAINING: Teachers seeking new endorsement as Teacher of the Handicapped: Essential Early Education; individuals with at least a bachelors degree seeking first-time certification; Essential Early Education aides working toward an associate or bachelors degree; and parents, volunteers, and professionals in related fields who seek skills in working with young special needs children.
TRAINING PROGRAM: The project will expand the model of personnel preparation in Early Childhood Special Education program at Vermont College to include an outreach component for persons residing in rural areas. Two outreach satellite sites will be developed, linked to adult education programs in Nursing and Alternative Education. The preservice program includes extensive coursework and practicum experiences, and leads to certification in Early Childhood Special Education.

Essential Early Education Graduate-Level Training Program

Special Educators Grant — Funding Period: 1989-92
Director: Linda Flynn — Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: In Vermont, young children with handicaps are eligible to receive Essential Early Education (EEE) services. The current EEE graduate training program offers 36 semester hours of training, including 6 hours of educational foundations, 24 hours of formal coursework, and two semesters of practicum experiences in Essential Early Education and other early intervention settings. Full-time graduate students complete the graduate program in an academic year plus two summers. The project will maintain and improve the capacity of the current EEE training program to promote acquisition of best practices; and emphasize competency-based, interdisciplinary, family-centered training to prepare educators who can provide services to children with handicaps, birth through age 5 years, and their families. Graduates will be prepared to provide direct and consultative services across home, center and integrated community-based settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services for families with young special needs children; and assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated areas.

Preparing Early Intervention Specialists to Serve Newborn and Infant Children at Risk or with Identified Handicaps and Their Families within Rural Vermont

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Wayne Fox — Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

TARGET OF TRAINING: Professionals in psychology, special education, early childhood, speech/language pathology, physical therapy, occupational therapy, nursing, and social work who have a minimum of two years' experience working with young children and families.
TRAINING PROGRAM: The project will offer a 30-credit hour competency-based, interdisciplinary preservice program to train Early Intervention Specialists to serve newborns and infants who are at risk or have identified handicaps, and their families. Each trainees will participate in year-long practicum experiences concentrating on family-focused interventions for newborns and infants. These practica will be conducted in cooperation and collaboration with the Medical Center Hospital of Vermont's Newborn Intensive Care Unit and local and state programs. Interdisciplinary coursework will be designed to extend and supplement practicum experiences. Graduates will be prepared to provide individualized, family-focused interventions; implement individualized, family-focused services across a variety of service settings; and work with other agencies and disciplines to establish, coordinate, and evaluate service delivery systems within Vermont's rural communities. Training leads to a master's degree in education or a Certificate of Advanced Study.

Development and Expansion of a Field-Based Graduate Training Program in Early Childhood Special Education

Special Educators Grant — Funding Period: 1988-91
Director: Jennifer Kilgo — Telephone: (804) 367-1305
Fiscal Agency: School of Education, Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Graduate students who have undergraduate degrees in early childhood or special education, or who plan to complete certification in early childhood or special education after enrollment.
TRAINING PROGRAM: The program will prepare educators to serve young children who have or are at risk for handicaps, and their families. The program will offer sequenced, field-based graduate training for early childhood special educators specializing in infant/family services (0-2) and for those specializing in services for preschool children (2-5). Trainees will complete a 45-credit-hour program composed of coursework, seminars, program tasks (competencies), and supervised field-based experiences. Students may enroll on a full-time (4 semesters) or part-time (6 semesters) basis. The preschool specialization meets Virginia Department of Education standards, and the infant/family specialization meets current state guidelines for infant interventionists. Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

Field-Based Graduate Training Program in Infant Family Services

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Jennifer Kilgo — Telephone: (804) 367-1305
Fiscal Agency: Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Educators from various backgrounds who are employed by public and private agencies that serve infants who are handicapped or at risk, and their families.
TRAINING PROGRAM: The project will offer a competency-based graduate training program to prepare early childhood special educators as direct service providers in a variety of settings for infants and families. Trainees will complete a 45-credit hour graduate program on a part-time basis (over two years). The program consists of coursework, seminars, program tasks (competencies), and sequenced field-based experiences. A minimum of 250 hours of closely supervised field placements will be required. The program leads to an M.Ed., with certification for teaching handicapped preschoolers (age 2 to 5 years). Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services

Related Services Grant — Funding Period: 1989-94
Director: Bernardine Clarke — Telephone: (804) 786-0720
Fiscal Agency: Institute for Developmental Disabilities, Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Masters-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.
TRAINING PROGRAM: The project will develop and expand the personnel preparation graduate program to include non-traditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a one-year period as part or in addition to the regular graduate program in their regular discipline. The program will consist of coursework (three courses), seminars (15 hours), program tasks (competencies), and field-based experiences (one course, minimum 150 clock hours) that will be coordinated with a field-based training project preparing students in early childhood special education for direct services with infants/toddlers and their families. Training outcome will be professionals who meet P.L. 99-457's definition of essential personnel who will be prepared to perform roles as direct services providers. Project staff and the interdisciplinary team will provide field-based training and supervision, expand the program to other interested disciplines as programs develop within the university, develop and maintain a parent advisory group, conduct project management and evaluation activities, and disseminate information and materials across the state and nationally.

Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families

Infant/Toddler Personnel Grant
Director: Robert Pianta
Fiscal Agency: University of Virginia (Charlottesville, VA)

Funding Period: 1989-92
Telephone: (804) 924-0792

TARGET OF TRAINING: Masters-level students from early childhood education, special education, school psychology, and clinical psychology.
TRAINING PROGRAM: The program will offer multidisciplinary, competency-based preparation for preservice masters-level graduate students to assume a variety of roles in early intervention service programs, including direct service provider, consultant for state or local agencies, and program evaluation expert. Training will include one year of infant specialty coursework, supervised onsite practicum experiences, and case seminars on multidisciplinary team building. Coursework will address infant development, family theory, characteristics of developmentally disabled populations, and assessment and intervention with developmentally disabled populations.

U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication

Special Populations Grant
Director: Maynard D. Filter
Fiscal Agency: James Madison University (Harrisonburg, VA)

Funding Period: 1989-92
Telephone: (703) 568-6440

TARGET OF TRAINING: Masters-level students in speech and hearing sciences.
TRAINING PROGRAM: The project will develop a 9-credit emphasis in the area of infant communication within the Department of Speech Pathology and Audiology to prepare specialists in the area of developmental communication. The specialized emphasis on infant communication will be provided as a module within the existing core curriculum, and will include coursework addressing normal and atypical development, and remediation for the delayed/disordered infant and family. Techniques for identification, assessment, and management will be included in both didactic and clinical experiences to be completed by the trainee within the two-year graduate program.

Early Childhood Special Education Personnel Training Program

Special Educators Grant — Funding Period: 1989-92
Director: Vikki Howard — Telephone: (509) 328-4220, Ext. 3492
Fiscal Agency: Gonzaga University (Spokane, WA)

TARGET OF TRAINING: Students seeking certification in early childhood special education.
TRAINING PROGRAM: The project will develop a personnel training program for Washington endorsement in early childhood special education. Training will emphasize content based on interagency collaboration, family service planning, data-based intervention and decision making, and provision of services in natural, integrated settings to very young children, birth to age 6 years, with handicaps. A heavy portion of the training will include supervised practicum experiences in various public and private schools, community centers, and hospitals. Specific student competencies have been identified. Two special education faculty will serve as co-directors of the program, offer coursework, and arrange and supervise practica. An advisory committee will assist in developing and refining appropriate professional competencies, and in the evaluating program impact and quality. The program will prepare 10 early childhood special educators each year.

Interdisciplinary Family Systems Approach

Related Services Grant — Funding Period: 1989-92
Director: Marie Thompson — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET OF TRAINING: Masters-level students in audiology, speech pathology, nursing, and social work whose career goals are to provide developmental, corrective, and supportive services to infants and toddlers with disabilities, and supportive services to families.
TRAINING PROGRAM: The project will develop a preservice, interdisciplinary training program with a family-systems approach for graduate students from four disciplines. Students will have completed at least one year of a master's degree program in their "home" discipline before entering the interdisiciplinary program. During the "interdisciplinary year," students will work together for one year in a combined seminar/coursework/practicum program that provides opportunities for them to learn new competencies and practice new skills in a variety of placements (university-based integrated classrooms for infants and toddlers, community-based day care and Developmental Disability centers, and home-based settings). These students will work as team members with early childhood special education and pediatric occupational therapy students, supported by other training programs, in the practicum setting. Weekly seminars throughout the three-quarter year will focus on each of the different professions important in providing a full array of related services, as well as interactive strategies for accessing and making best use of them. For their remaining courses, students may choose a) courses in their home departments related to the birth-to-three populations, b) appropriate courses in the other participating departments, or c) courses in early childhood special education.

Occupational Therapy Training in Early Intervention Services

Newborn/Infant Personnel Grant — Funding Period: 1988-91
Director: Elizabeth Kanny — Telephone: (206) 545-7411
Fiscal Agency: Department of Rehabilitation Medicine, University of Washington (Seattle, WA)

TARGET OF TRAINING: Pediatric occupational therapists who have a bachelors degree and certification; a minimum of one year of clinical practice is preferred.
TRAINING PROGRAM: The project offers an infant specialization track within the existing graduate program in occupational therapy, to prepare pediatric occupational therapists to work with high-risk and handicapped infants in such settings as early intervention programs and high-risk follow-up clinics. In addition to core courses in the regular graduate program, the infant specialization track will add four courses related to infant assessment and intervention, drawing on various educational and medical disciplines: therapeutic intervention for infants at risk or with handicaps; research seminar in early identification and early intervention; applications of measurement systems (adapted for the infant track); and interventions with families or family adaptation. Students will participate in a practicum focusing on assessment of high-risk infants and a practicum on intervention with infants with handicaps. Each practicum will be designed to include specific learning objectives to meet course competencies, and will be evaluated through on-site supervision, videotaped feedback sessions, and clinical evaluation of student performance. Students may enroll on a full- or part-time basis.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Newborn/Infant Personnel Grant — Funding Period: 1987-90
Director: Rebecca Fewell — Telephone: (206) 543-4011
Fiscal Agency: University of Washington (Seattle, WA)

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project offers a masters-level training program to prepare students to meet the specialized needs of handicapped and at-risk children, birth to age 3 years. The early childhood infancy specialist program emphasizes development in the early years of life, the role of the family in the child's development, effective interventions, and the interdisciplinary nature of service delivery to infants and young children. Competencies addressed include typical and atypical development, screening and assessment, program implementation, interdisciplinary cooperation, family systems, and the transactional approach. Practicum placements offer trainees experience in demonstration programs for infants and their families and in community programs.

Preparation of Special Educators: Early Childhood

Special Educators Grant — Funding Period: 1988-91
Director: Eugene Edgar — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET OF TRAINING: Early childhood special educators at the graduate level.
TRAINING PROGRAM: The project will develop a 40- to 50-hour masters program to prepare early childhood special educators to meet the needs of children, birth to age 6 years, who are handicapped or at high risk. The program will emphasize the importance of the early years in the child's development; the effectiveness of interventions; the role of the family in the child's development; and the interdisciplinary nature of service delivery for infants and young children. Students will be expected to demonstrate competencies in child assessment, teaching skills, educational environment, behavior management, monitoring child progress, communication with parents, and interdisciplinary service delivery. Practicum placements will offer trainees experience in demonstration and community programs, including least restrictive environment settings. Coursework has been updated to respond to field needs that are affected by P.L. 99-457 and new research. Students will become familiar with alternative curricula and instructional strategies.

Preservice Interdisciplinary Model: Birth to Five Years--Hearing-Impaired Children and Their Families

Special Projects Grant — Funding Period: 1987-90
Director: Marie Thompson — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET OF TRAINING: Graduate students from special education--hearing impairment, speech/language pathology, audiology, social work, and educational psychology.
TRAINING PROGRAM: The project provides an interdisciplinary, family systems approach to service delivery for young hearing-impaired children and children with related disorders, and their families. Students from the five disciplines will spend one year together taking courses outside their own disciplines participating in a weekly interdisciplinary seminar, and completing practicum assignments in a variety of service settings and agencies. The interdisciplinary year is designed to promote team-building and an appreciation for the contributions of different disciplines. During the second year, the project will initiate a summer workshop for approximately 25 field-based practitioners who wish to expand their interdisciplinary skills and improve their understanding of a family systems approach to service. The training program is designed to prepare students to serve as members of multidisciplinary teams for service provision or to pursue academic teaching careers.

Early Intervention Special Education: Training Quality Preservice Teachers

Special Educators Grant — Funding Period: 1987-90
Director: Wilfred Wienke — Telephone: (304) 293-3450
Fiscal Agency: College of Human Resources and Education, West Virginia University (Morgantown, WV)

TARGET OF TRAINING: Educators at the graduate level.
TRAINING PROGRAM: The 30-hour certification program consists of courses in child development, early education, assessment, educational programming, parent/professional relations, program management, physical handicaps, and language intervention. Through pre-tests on course competencies and self-assessments, each course is individualized for each trainee. Training is conducted in group sessions held at various locations in the state, and includes lectures, discussions, analyses of videotapes and other audiovisual materials, role-playing and simulation, and group projects. Practicum experiences are competency-based and may be completed on-the-job, if students hold an appropriate position. Trainees will be prepared to serve young children with handicaps and their families in self-contained classrooms, mainstreamed classrooms, and clinic- and home-based programs. Students can choose to receive either a masters degree or certification in preschool handicapped. The project also will train regional trainers throughout the state to assist faculty in delivery of coursework and to provide technical assistance to students during practicum experiences. To qualify as a regional trainer, candidates must have a masters degree and preschool handicapped certification, and at least 5 years of experience.

Personnel Preparation--Preschool Handicapped

Special Educators Grant — Funding Period: 1987-90
Director: Bob Angle — Telephone: (304) 696-2340
Fiscal Agency: College of Education, Marshall University (Huntington, WV)

TARGET OF TRAINING: Certified teachers and related services personnel who work with young handicapped children.
TRAINING PROGRAM: The project will develop, implement, and evaluate a preservice program in early childhood special education to provide services to preschool children, age 3 to 5 years. The program will train teachers and specialists from related fields in the skills needed to work with preschool children with handicaps, with special attention to serving children in rural areas. Training leads to a masters degree in special education. Teachers already certified in other fields will complete 30 hours of coursework with practicum experiences. Students from fields other than education will complete 39 hours of coursework and practicum experiences leading to a restricted endorsement for preschool handicapped.

Project TRAIN (Training Rural Area Interventionists to Meet Needs)

Rural Special Projects Grant
Director: Barbara Reid
Fiscal Agency: University of Wisconsin (Whitewater, WI)

Funding Period: 1988-91
Telephone: (414) 472-5808

TARGET OF TRAINING: Early childhood special education professionals with EC:EEN (Early Childhood: Exceptional Educational Needs) certification an experience in working with the 3-to-5 population.

TRAINING PROGRAM: The project will provide a preservice training program for professionals interested in working in rural areas with children, birth through age 5 years, and their families. The program is based on 50 competencies that outline the roles of early interven-tionists in rural areas. These roles include a) direct service provider to children, birth through age 2 years, and their families; b) transdisciplinary team member and facilitator; c) early interventionist for the birth through 5 population; d) community networker; e) leader in providing training, supervision, and advocacy; and f) director of own professional development. Training combines coursework, opportunities for fieldwork, and graduate practica experiences in a variety of settings, and leads to a master's degree. The program will be integrated into the existing curriculum of the Department of Special Education. A performance evaluation instru-ment will be developed to assess trainee competence in fieldwork and practicum experiences. A resource manual on the role of the early interventionist in rural areas will be developed and disseminated in a training institute for direct service providers during the project's third year.

Intensive Behavioral Treatment for Young Developmentally Delayed Children

Field-Initiated Research Project
Principal Investigator: Ivar Lovaas
Fiscal Agency: California Department of Psychology

Funding Period: 1987-90
Telephone: (213) 825-2319

PURPOSE: To enhance the intellectual, educational, and social skills of young developmentally delayed children, so that they can take better advantage of the educational opportunities provided for them in the public schools.
METHOD: The investigation is modeled after a recently completed National Institute of Mental Health (NIMH) study at UCLA, which found that intellectual, educational, and social skills in preschool autistic children could be improved substantially through a behavior modification intervention. Subjects for the current study are developmentally delayed preschool children, age 42 months or younger at intake into the program. Trained student teachers will work with the child in the child's home, assisted by the child's parents, peers, and regular teachers, who also will be taught to provide the treatment. The intensive, comprehensive, behaviorally based intervention program will focus on interrelated areas of functioning and will contain steps that enable the child to transfer from the treatment program to the public schools. Treatment will continue for three years and will be phased out as the child becomes able to function in normal school settings.

Families and Educators: Actualizing Integration

Innovation Research Project
Principal Investigator: Barbara Buswell
Fiscal Agency: PEAK Parent Center, Inc. (Colorado Springs, CO)

Funding Period: 1989-90
Telephone: (719) 531-9400

PURPOSE: To develop resources that will assist families, educators, and other service providers in successfully integrating children with severe disabilities into their communities and neighborhood schools.
METHOD: The project will develop an integration support model to help parents and educators address and solve the problems that frequently accompany the integration of children with severe disabilities and challenging behaviors into regular classes within their neighborhood schools and into their communities. The project will draw on and collaborate with a national network of individuals who are leaders in school and community integration efforts across age group, type of disability, and level of severity of handicapping condition. In early winter 1990, the project will sponsor a workshop that addresses integration strategies and provides a forum for networking. Based on discussions and evaluations from the workshop and information gathered from parents, educators, and students (both handicapped and nonhandicapped), the project will develop a book of strategies for successful integration, which will be disseminated nationally. Participants in the workshop will be invited to join two strategy groups on integration. The project also will publish an informal newsletter to provide a forum for sharing information and questions about integration issues.

Parents as Mediators of Their Children's Learning Experience

Innovation Research Project
Principal Investigator: Ruth J. Kahn
Fiscal Agency: St. Joseph College (West Hartford, CT)

Funding Period: 1989-90
(203) 232-4571, Ext. 395

PURPOSE: To refine and validate an instrument for measuring parent-child interactions during parent-mediated learning experiences and to develop a curriculum for training early interventionists and parents to use a mediated learning experience approach.
METHOD: This study will refine and validate an existing instrument that measures how well parents become involved as mediators of their children's learning experiences. The study also will produce a process-oriented curriculum that can be used by parents and providers in a variety of disciplines. Subjects of the study are 20 families with children, birth to age 3 years, that have been participating in a home- and center-based parent-child intervention program over the past three years. The program includes normally developing children. Intervention for each participating family began in the NICU and will continue through the child's transition into other programs (ranging from day care and regular nursery to special education programs in the public schools) at age 3 years. The project will analyze developmental information collected during the family's participation in the program, and will code videotapes of parent-child interactions recorded at 4 months, 1 year, 2 years, and 3 years. The project has developed procedures for developing an individualized family service plan which are less intrusive to families; the procedures are adapted from Simeonsson's Goal Attainment Scaling Instrument. The project is a collaborative effort between St. Francis Hospital and Medical Center and the Early Childhood Education/Special Education graduate program at St. Joseph College.

Policy Institute to Examine Barriers to Home Care for Families with Children Having Special Health Care Needs

Innovation Research Project
Principal Investigator: Mary Beth Bruder
Fiscal Agency: Pediatric Department, UCONN Health Center (Farmington, CT)

Funding Period: 1989-90
(203) 674-1485

PURPOSE: To develop an institute which will examine issues relating to home-based care for children with medically complex needs.
METHOD: The institute is designed for representatives from state agencies, including mental retardation, education, health, human resources, children and youth services, and income maintenance; the developmental disabilities council; insurance agencies; private proprietary agencies; the commission on children; state legislators; and parents. The institute will be held monthly and will focus on the identification of barriers to the delivery of home-based care for children with special health care needs in Connecticut, using a case study approach. Successful models of home-based care will be reviewed and analyzed. Participants will form subgroups to examine current policies and practices in such areas as reimbursement, community coordination, family supports, and legislation s they relate to the actual case studies. These subgroups will make recommendations for action within the state. The project will develop a manual for families with children who have special health care needs; a manual for policy makers (including legislators) on the reforms needed to support families with children who have special health care needs; a manual for service providers serving families with children who have special health care needs; and a manual for insurance agencies on policy development for families with children who have special health care needs. These manuals will contain recommendations for change within Connecticut (including a legislative agenda), and effective practices for service delivery.

Development of Materials about Respite Care for Families Who Have Children with Disabilities or Chronic Illnesses

Small Business Innovative Research
Principal Investigator: Mary Lou Licwinko
Fiscal Agency: CSR, Inc. (Washington, DC)

Funding Period: 1989-91
Telephone: (202) 842-7600

PURPOSE: To develop guide materials that will discuss how to use respite services, how to train respite providers in particular family issues, and how to locate possible sources of funding for respite care.
METHOD: During Phase I, the project collected information from families of children with various disabilities and from respite providers, using a focus group qualitative research approach. Focus groups were convened in three locations: Washington, DC; San Antonio, TX; and Omaha, NE. The project subcontracted with the Association for the Care of Children's Health (ACCH) for consultation on family-centered respite care issues and for better access to families of children with disabilities or chronic illness. Family participants were drawn from both urban and rural areas, and represented diverse ethnic, racial, and cultural backgrounds. Based on the information collected, the project developed Respite Care: A Guide for Parents. During Phase II, this guide will be field-tested with selected families, in cooperation with three organizations: the Spina Bifida Association, the National Easter Seals Society, and TBI Statewide Program, under the Division of Rehabilitative Services. Each of these organizations will select ten parents to review the guide and complete a survey. Survey results will be used in revision of this guide, prior to national dissemination.

Beach Center on Families and Disability

Research and Training Center
Principal Investigator: Ann Turnbull
Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)

Funding Period: 1988-93
Telephone: (913) 864-7604

PURPOSE: To provide research, training, and dissemination on life-span issues related to the needs of families of children with disabilities; to investigate the impact of disabilities on families and family functioning; and to translate these findings into policy that supports efficacious intervention strategies.
METHOD: The center's research covers a wide range of disabilities and the full spectrum of needs that families of children with disabilities face. Studies involving young children include development and evaluation of model practices for creating individualized family service plans; how to identify family strengths, needs, and preferences, focusing on families of infants and toddlers; identification of model programs for technology-dependent children and analysis of the policy, funding, and professional barriers which families confront in accessing appropriate support in home and community; policy research on "permanency planning" (procedures to ensure that families have support to keep their families intact and at home rather than institutionalized); and a national survey of parent-to-parent support programs and services. The project is developing a value-based research-oriented, interdisciplinary doctoral program in family systems and disabilities.

Investigation of the Impact of Perceptions on Families Who Have Children with Mental Retardation

Field-Initiated Research Project — Funding Period: 1987-90
Principal Investigator: Ann Turnbull — Telephone: (913) 864-4950
Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)

PURPOSE: To study the relationship of four types of perceptions (attribution of the cause of the child's mental retardation; perception of positive benefit of the child to self and others; comparison of the child to others and feeling favorable about the child; and perception of control over future events) to the stress and well-being of families of persons with mental retardation; and to compare parents' percep-tions to those of professionals working with these families.
METHOD: During Phase I, project staff developed measures of the four types of perceptions, based on a factor analysis study of 350 families. During Phase II, the project conducted a validation study to determine the relationship of these measures to family stress and well-being. Surveys were sent to 2700 families nationwide; the focus was full life cycle, and both handicapped and nonhandicapped persons were consulted. Phase III will focus on families of children, birth through age 5, who have mental retardation and who are enrolled in early intervention services; and on the professionals who work with these families (e.g., psychologists, occupational therapists, speech/language therapists, special educators). The project will conduct face-to-face interviews with parents, to get open-ended responses as well as responses to the measurement instrument. Professionals working with subjects will be asked to rate parents, using the measurement instrument. The responses of parents and professionals will be compared.

Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children

Field-Initiated Research Project — Funding Period: 1988-91
Principal Investigator: Stephen Haley — Telephone: (617) 956-5031
Fiscal Agency: New England Medical Center Hospitals (Boston, MA)

PURPOSE: To adapt the Functional Independence Measure (FIM) for use with children birth to age 7 years; and to add age-relevant content to the instrument.
METHOD: The goal of the project is to produce a diagnosis-independent method of measuring the functional status and progress of infants, toddlers, and young children. Research will be conducted in three phases. During Phase I, the FIM will be revised and adapted for use with young children. The revised tool will be checked for reliability and validity. During Phase II, the revised FIM will be normed with nonhandicapped children. Phase III will test the ability of the revised FIM to measure change over time. The revised instrument will be tested on a sample population of five groups of 20 children, birth to age 7 years, who have genetic disorders, cerebral palsy, juvenile arthritis, spinal cord injury, or traumatic head injury. These subjects will be used to norm the instrument for use with young children with handicaps, and to further study the validity, reliability, and precision of the instrument.

Community Action Planning for Integration

Innovation Research Project — Funding Period: 1989-90
Principal Investigator: Ruth Ann Rasbold — Telephone: (617) 482-2915
Fiscal Agency: Federation for Children with Special Needs (Boston, MA)

PURPOSE: 1) To develop Community Action Plans with two communities; and 2) to provide technical assistance to Community Planning Teams in order to increase understanding, address issues related to integration, and help define roles that families and communities can play in supporting integration.
METHOD: The project's goal is to develop models that will facilitate integration of children within disabilities into schools and communities, through the collaboration of community members. The project will work with two Massachusetts communities in developing individualized Community Action Plans designed to support the integration of children with special needs into their communities. In each of the communities, the project will work through the Parent Advisory Councils of the local school system to create a Community Action Planning Team, consisting of coalitions of parents, persons with disabilities, educators, service providers, and other interested community members. These teams will work toward helping their communities to develop and implement effective school and community integration strategies and programs.

Normalizing the Social Behavior of Children with Autism

Field-Initiated Research Project — Funding Period: 1988-91
Principal Investigator: Gail McGee — Telephone: (413) 545-0549
Fiscal Agency: University of Massachusetts (Amherst, MA)

PURPOSE: To launch a comprehensive study of the definition, assessment, and treatment of the severe social disabilities associated with autism.
METHOD: The project will study the impact of early intervention and early integration on the social behavior of children with autism. Subjects include 15 children, age 2 to 6 years, in an integrated preschool setting; 7 of these children have been diagnosed as autistic. Three concurrent, complementary research tracks are planned. An in-depth description of the ongoing social behavior of typical children and children with autism will provide an operational definition of complex social behavior and a database on developmental trends. Multidisciplinary expertise will contribute input from diverse perspectives to the development of comprehensive measures for assessing social behavior in young children. The boundaries of social integration technology will be extended by remediating core social deficits of autism with procedures that promote normalized social development.

Rehabilitative and Developmental Care of Very Low Birthweight (VLBW) Newborns at High Risk for Chronic Lung Disease and Intraventricular Hemorrhage

Field-Initiated Research Project
Principal Investigator: Heidelise Als
Fiscal Agency: Children's Hospital (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 735-8249

PURPOSE: To test a clinically feasible model of implementing individualized, behaviorally based care of very high-risk, persistently acutely ill preterm infants in the neonatal intensive care unit (NICU).
METHOD: The project will test the NIDCAP (Neonatal Individualized Developmental Care and Assessment Program) Training Model, a 24-hour comprehensive, family-oriented, behaviorally based intervention which is tailored to the stress threshold and level of self-regulation of the individual infant. Subjects are a random sample of 40 infants under 32 weeks gestational age at birth (under 1250 grams) who require incubation within 3 hours of delivery; 20 infants will receive the intervention and 20 will comprise the control group. Infants receiving intervention will be assigned to the care of behaviorally trained primary nursing teams at the Brigham and Women's Hospital NICU. Infant outcomes will be assessed. The project also will assess at age 3 years a group of 38 subjects from a previous study, 20 of whom received the intervention, to determine whether any developmental or medical advantages are maintained. The model has been implemented at four hospitals (Children's Hospital, Oklahoma City, OK; Oakland Children's Hospital, Oakland, CA; University of Arizona Medical Center, Tucson, AZ; and Wake Medical Center, Raleigh, NC), and is being implemented at two additional sites.

Development and Consequences of Extremely Low Birthweight during the Preschool Years

Field-Initiated Research Project
Principal Investigator: Samuel Meisels
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

Funding Period: 1989-92
Telephone: (313) 764-2443

PURPOSE: To study the cognitive, psychosocial, and neurological growth of extremely low birthweight (ELBW) infants (less than 1250 grams); and to translate these findings into intervention strategies for use with ELBW infants in the future.
METHOD: This is the second phase of a research project which follows the same cohort of Extremely Low Birthweight infants who are at severe biological and caregiving risk due to extreme prematurity (birthweight below 1250 grams) and concomitant long-term neonatal hospitalization. Children will be studied through adolescence. During the first phase, the project followed infants from birth through 19 months corrected aged. Risk factors studied included birthweight above and below 1000 grams, neonatal morbidity and recovery, severity and course of respiratory illness, and impact of ELBW on the central nervous system. Dependent variables included comprehensive measures of neurological, cogni-tive, language, motor, and psychosocial development, with major focus on the child's adaptive function-ing within the context of the immediate family and the family's network of social support. Thirty full-term infants will constitute a normative contrast group. During Phase Two, the project is developing a A comprehensive program for 58 preterm and 58 full-term children and their families. Four areas will be studied: cognitive, motor, and language development; behavioral adaptations; interaction competen-cies with primary caregivers; and extra-familial influences and family adaptations.

Research and Training Center for the Social and Psychological Development of Children and Youth with Disabilities

Research and Training Center — Funding Period: 1989-94
Principal Investigator: Robert W. Blum — Telephone: (612) 626-2820
Fiscal Agency: School of Medicine/Adolescent Health Program, University of Minnesota (Minneapolis, MN)

PURPOSE: 1) To carry out an interlocking set of research studies in order to assist children with special health care needs and disabilities to achieve maximal physical, intellectual, and social functioning; and 2) to integrate this research and related findings with the training of professionals and consumers, and with information dissemination to a wide audience of professionals and consumers.
METHOD: Research and training activities will be conducted across five sites: University of Minnesota at Minneapolis; University of California at San Francisco; University of Washington at Seattle; the National Center for Youth and the Law; and McManus Public Policy Associates. The project will conduct a longitudinal study of three cohorts of children with special needs (birth to age 2 years, age 5 to 6 years, and age 11 to 12 years) to explore resiliency factors and how these factors change over time. Other studies will examine cultural issues surrounding disability; decision-making skills in children with special needs; policy questions pertaining to service delivery systems; and long-term outcomes of children who are dependent on medical technology.

Model Family-Professional Partnership Interventions for Childhood Traumatic Brain Injury Survivors

Research and Demonstration Project — Funding Period: 1988-91
Principal Investigator: Pamela Burns — Telephone: (518) 434-3037
Fiscal Agency: New York State Head Injury Association (Albany, NY)

PURPOSE: To develop and evaluate techniques for family involvement in the treatment, educational, and/or rehabilitation process for children, birth to age 16 years, with traumatic brain injury (TBI); to assess incentives and disincentives to family involvement; and to help families develop coping skills for dealing with the social, economic, and psychological impacts of TBI.
METHOD: The project, which is the first of its kind in the United States, will undertake a series of related studies. The project will replicate components of previous surveys of TBI outcomes and family coping, and will conduct an ongoing survey of 180 families of children with TBI, with attention to the three critical stages of recovery. The project will attempt to identify and extrapolate from successful practice in other fields by conducting integrative reviews of family-based interventions. Selected families and professionals will be involved in a nominal group process to adapt potentially helpful family-based intervention models from other disciplines for use with families of childhood TBI survivors. The project will evaluate the benefits and costs of the NYSHIA FACTS (Family Advocacy, Counseling, and Training Services) Project, a model of parent-professional partnership which provides crisis intervention and family support. Research findings and training materials will be disseminated.

Child Engagement in Early Intervention with Infants, Toddlers, and Preschoolers with Disabilities

Innovation Research Project — Funding Period: 1989-90
Principal Investigator: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To study the nature and importance of child engagement as a primary focus of early inter-vention. The construct of engagement has not been fully developed, and one purpose of the project is to identify the factors that can, taken together, constitute "engagement."
METHOD: The study includes three major steps. First, a generalized (g) study will be conducted to determine the most efficient method for collecting engagement data. Second, engagement data will be collected on 48 children, age 1 to 4 years, in a mainstreamed preschool program. Third, the validity of the engagement and mastery behavior constructs will be tested using multiple measures. The g study will guide future research on normally developing children and those with handicaps. The data on the sample will be analyzed for variance using individual subjects' means. The main effects under study consist of handicap statues, age, and same- versus mixed-age classroom grouping; interaction effects also will be analyzed. All children will have standardized, norm-referenced developmental test scores, which will be used both as co-variates and as correlates in the analyses. For construct validity testing, mastery behavior will be the second construct, and the two measures methods (used with each construct) will be 15-second interval time-sampling and rating scales. In addition to dissemination of the research findings, the investigators plan to follow up on this study with an investigation into training methods to promote engagement and mastery behavior in infants.

Individualized Behavioral and Environmental Care in an NICU for Very Low Birthweight Preterm Infants at High Risk for Bronchopulmonary Dysplasia: Two-Year Developmental Outcomes

Field-Initiated Research Project — Funding Period: 1989-92
Principal Investigator: Susan Leib — Telephone: (216) 379-8590
Fiscal Agency: Children's Hospital Medical Center (Akron, OH)

PURPOSE: To study the immediate and long-term effects of using the Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) with neonates at risk for chronic lung disease and poor neurological and developmental outcomes.
METHOD: The project will use a repeated measures design to determine the immediate and long-term effects of NIDCAP interventions. A total of 60 infants will be randomly assigned to experimental and control groups. The experimental group of infants will receive the NIDCAP interventions while in the neonatal intensive care unit. Nurses will work with families to ensure that the procedures will be incorporated into home care and individualized family service plans (IFSPs).

Research and Training Center on Family Support and Children's Mental Health

Research and Training Center — Funding Period: 1989-94
Principal Investigator: Barbara Friesen — Telephone: (503) 725-4040
Fiscal Agency: Regional Research Institute, Portland State University (Portland, OR)

PURPOSE: To conduct research that will have practical applications in the development, evaluation, and improvement of community-based services for the families of children who have serious emotional disorders; and to conduct training and dissemination activities for mental health, education, social welfare, juvenile justice, and medical professionals who work with children who have serious emotional disorders and their families.
METHOD: The project will conduct research and training activities at Portland State University and at the University of Kansas School of Social Welfare. Research activities will include: 1) a survey to determine families use community-based services and to identify positive models of coping patterns that families use; 2) development and evaluation of methods to help families participate fully in developing and evaluating community-based services; and 3) development and testing of strategies to improve the cultural appropriateness of services for children with serious emotional disorders and their families. The project will examine and develop professional interdisciplinary curricula to train professionals to work with this population. The project also operates a national clearinghouse of information focused on family concerns.

Parents as Milieu Language Teachers: Research on Strategies for Training Parents and Parent-Trainers

Field Research Project — Funding Period: 1987-90
Principal Investigator: Ann Kaiser — Telephone: (615) 322-8186
Fiscal Agency: Vanderbilt University (Nashville, TN)

PURPOSE: To examine the effects of milieu teaching by parents on the long-term language gains of their young handicapped children; to investigate training professionals and paraprofessionals to train parents in milieu teaching procedures; and to examine independent applications of research-based procedures by professionals and paraprofessionals working with families of young children with handicaps.
METHOD: Subjects include 60 families with young children, ages 2 to 6 years, who have moderate to severe handicaps, and 39 professionals and paraprofessionals (e.g., teachers, classroom aides, speech clinicians) who work with these families. The study will develop a methodology for training parent trainers to instruct parents in milieu language teaching techniques. Content for the training was determined by an earlier qualitative study of adult-to-adult instructional behaviors. The interactions of groups consisting of parent, child, parent trainer, master trainers, and observer will be videotaped and analyzed in terms of such trainer behaviors as rapport-building, clarity of instruction, coaching, and feedback. Particular attention will be paid to the accuracy of the content in the parent training. The project will adapt this microteaching format for use in a workshop setting, where participants will bring case studies and videotapes for analysis and review, and will receive assistance in planning, training, and follow-up. The effects of milieu language teaching on children will be examined.

Index A: Index to Project Abstracts by Program Category

INDEX A

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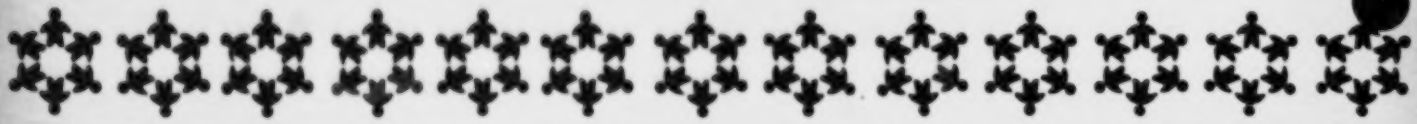

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